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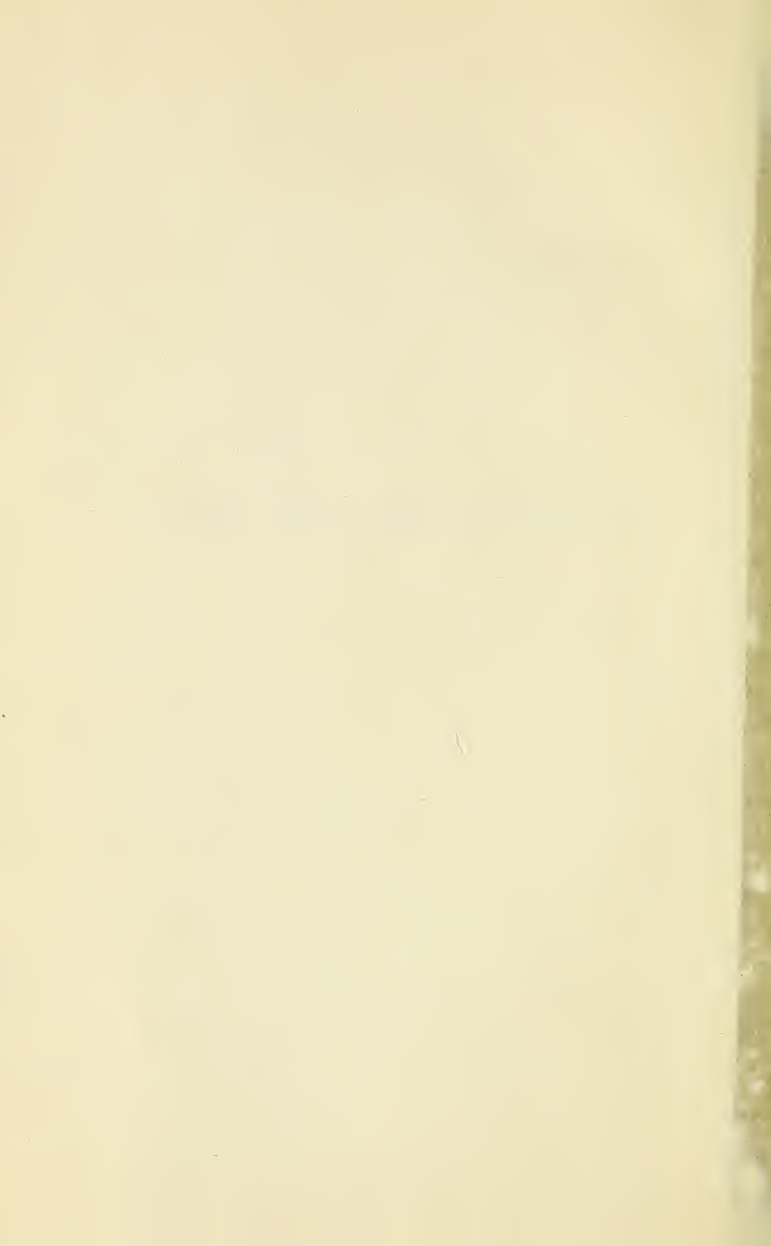
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JOURNALISM AND LIFE



JOURNALISM AND LIFE

A TEXTBOOK FOR SECONDARY SCHOOLS

BY

DWIGHT EMERSON MITCHELL

TEACHER OF JOURNALISM
BOISE HIGH SCHOOL
BOISE, IDAHO

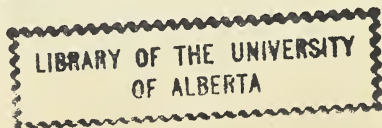


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D. E. M.

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PREFACE

Teachers of journalism and supervisory officers have long waited for such a sturdy book as this: a skillfully designed guide and text which combines social vision with technical expertness. From some years of intimate knowledge of business practice and his extensive experience as adviser and teacher in all aspects of the field, Mr. Mitchell has matured his conception that journalism should "serve as a medium of social integration," for youth and adults alike. With steady purpose he has worked out its realization.

School and college journalism has always been a potentially live center in every community. It has resisted all attempts to cabin it within the bare walls of a classroom or compress it neatly into parcels of subject matter. Buried deep under formal practices it has sprung up again like sown dragon's teeth to challenge the ritualists.

The efforts to reduce courses in journalism to technical routine have been more successful. The interest as well as the difficulty of mastering the necessary business of producing a school paper, yearbook, or magazine has often blocked consideration of meaning and purpose. Caught up in the intricate details of assignments, editing copy, proofreading, make-up, and distribution, teachers and inexperienced young people often move blindly in a treadmill. Mr. Mitchell has guarded against such limited vision and distortion on every page of his broadly conceived work.

The dominant viewpoint throughout the book is that all of us are consumers of newspapers, magazines, and books, and that it is the responsibility of the school to help us make discriminating and thoughtful use of them to meet our needs. Important but subordinate to this major objective is the work of helping smaller special-interest groups produce journalistic materials for their school community. The result is a book that paves the way for the introduction of school journalism, not alone as a special subject, but for every student. Guidance officers, admin-

istrators, and teachers of social studies and English now have materials in this work which make it possible to present effective units or divisions on the use of newspapers and magazines as a part of the general curriculum of their schools.

That Mr. Mitchell has succeeded so well in synthesizing these two functions of journalism — consumption and production — is a mark of distinction that is a milestone in the development of school and college journalism. The teachers and young people who use this readable and often exciting manual will have daily reassurance that education is life and that life can educate.

Stanford University

HOLLAND D. ROBERTS

INTRODUCTION

Although journalism has made steady and rapid progress since it entered the secondary school as an extracurricular activity in the 1920's, it is not yet realizing its proper function in the curriculum. It is generally regarded as a course which has for its primary aim the motivation of English composition. Journalism ought to serve as a medium for social integration.

High school upperclassmen and junior college students are on the threshold of adult life. There is a vital need for assisting these young people in their problem of making a successful adjustment to the conditions of adult life. Our social patterns are inadequate here; they frequently do as much harm as good. High school and junior college education, rather than being primarily concerned with traditional and fixed bodies of knowledge, should seize upon every means available to bring students into direct contact with contemporary life, under conditions that are natural and that have significance for them. Too often it has withdrawn them from life and kept them in a highly artificial situation, giving them a conditioning that is a hindrance rather than a help.

The criterion of success in education should be the child's development toward a more favorable adjustment to life. Much more important than mere learning of given bodies of subject matter is development of skills; and still more important is development of attitudes, emotional stability, and objectivity with regard to life.

Journalism can do more for students than motivate composition. It is an ideal subject for placing the student in a great variety of natural life situations, where there are possibilities for his having valuable and significant experiences. He has opportunities for constant exercise and development of his use of English, oral and written; of the powers of quick and

understanding and sympathetic observation of significant events, trends, influences; of discrimination between fact and emotional appeal; of the common courtesies of everyday social contacts; of the habit of accuracy; of his creative powers; of sensing his rights as an individual and firmly insisting upon having them; and, finally, of a healthy cynicism. Practically all of the work of producing a school newspaper is in real-life situations.

Importance of the business side of journalism is too often not fully appreciated. The possibilities mentioned in the preceding paragraph apply here as well as on the editorial side. In addition, the student can be so placed that he will deal with many practical business problems. He learns, in life situations, to appreciate the significance of money. He learns that a business transaction is, ideally, an exchange of benefits, not a matter of one person's gain at the expense of another's loss. He sees the significance of accuracy and integrity in financial matters.

The business staff handles money and solicits advertising on a business basis. It collects the money, pays the bills, struggles to keep the paper financially solvent.

The reporter is in a life situation when he gathers information about events, for they are real events, as real events naturally happen in a society. He writes these events to be published and read for their actual news content, not for an artificial purpose. Thus the editors are also in a life situation, for they prepare the reporter's copy and other reading matter for the printer.

Every community needs to have its various elements constantly interpreted to its whole self. This is one of the fundamental functions of a newspaper, and the school paper is no exception. Its community is the school. There is special need for interpretation in a school. Not only are there changes, as in non-school life, which need to be interpreted; there is also a rapidly shifting population. Hence the school newspaper is an integrative factor of first importance to its community.

To be prepared, the candidate for adult life must appreciate the fact that the modern world is a complex, changing, shifting kaleidoscope. One of the most potent elements in life, and one of the constantly changing ones, is journalism.

How can we train high school and junior college students to

become objective and intelligent in their use of journalistic products — news, editorials, advertising, and the large quantities of feature material? That is the primary problem dealt with in this book.

To be complete, a textbook in high school and junior college journalism must not only make clear to students the significance of journalism in life; it must also deal with the practical problems of managing all types of student publications.

If this book proves helpful to youth, its purpose will be achieved.

DWIGHT EMERSON MITCHELL

BOISE, IDAHO

January, 1939

CONTENTS

PREFACE	vii
INTRODUCTION	ix

PART I: A SURVEY OF THE PROBLEM

I YOUTH FACES ADULT LIFE	3
II PRELIMINARY SURVEY OF JOURNALISM	9
III THE NEWSPAPER READING PROBLEM ILLUSTRATED	20

PART II: EDITORIAL PROBLEMS

IV NEWS GATHERING	29
V WRITING THE STORY	48
VI TYPES OF NEWS STORIES	83
VII THE FEATURES	110
VIII EDITORIALS	124
IX COPY EDITING	140
X MAKE-UP	165

PART III: THE BUSINESS SIDE OF JOURNALISM

XI THE NEWSPAPER'S BUSINESS PROBLEMS	195
XII ADVERTISING AND LIFE	205
XIII ADVERTISING METHODS	215
XIV CIRCULATION	234
XV OTHER BUSINESS PROBLEMS	241

PART IV: NEWSPAPERS AND SOCIETY

XVI HISTORICAL BACKGROUNDS OF AMERICAN JOURNALISM	249
XVII LIBEL	268

XVIII	FREEDOM OF THE PRESS	274
XIX	JOURNALISM AND PUBLIC OPINION	282
XX	THE NEWSPAPER AND ITS COMMUNITY	293
XXI	SPECIALIZED FIELDS OF JOURNALISM	302

PART V: SCHOOL PUBLICATIONS

XXII	THE SCHOOL AND ITS NEWSPAPER	313
XXIII	STAFF ORGANIZATION OF THE NEWSPAPER	321
XXIV	HOW THE STAFF FUNCTIONS	332
XXV	EDITORIAL PROBLEMS	351
XXVI	ADVERTISING	374
XXVII	CIRCULATION	389
XXVIII	SCHOOL PUBLICITY	395
XXIX	STAFF ORGANIZATION OF THE YEARBOOK	401
XXX	YEARBOOK EDITORIAL PROBLEMS	409
XXXI	YEARBOOK BUSINESS PROBLEMS	430
XXXII	THE MAGAZINE	441
	GLOSSARY	451
	BIBLIOGRAPHY	459
	INDEX	471

PART I

A Survey of the Problem

CHAPTER I

YOUTH FACES ADULT LIFE

Why Newspapers Are Important. Glance through the pages of a daily newspaper and you will catch an impression of the drama and fascination of life. Here are stories of tragedy and triumph, glory and romance, the lure of far-off places, the conflict of opposing forces. You are in a position to appreciate fully this reading matter, for you are old enough to see the world as a fascinating place with boundless possibilities. You want to enter the life of that world as an adult, independent person.

You are on the threshold of life; you are eager for life. It has thrilling possibilities for you. You have dreams of adventure, success, conquest; of greater and greater satisfactions as you grow older. You are not daunted by the warnings of older persons that life is difficult and disappointments are many.

Newspapers are a powerful force, and your life is destined to be influenced profoundly by them. They will prove beneficial or detrimental, according to the degree of intelligence with which you use their contents. In this course in school journalism you will gain a better understanding of newspapers and the influences they wield. You will have a better knowledge of how they affect your daily life and how you can use them to the best advantage in your lifelong struggle to gain success.

How will newspapers affect your chances of success? Your success and welfare are bound up with the well-being of your fellow citizens. How can newspapers help you to understand the problems of society and to take an active part in their solution? Part of the answer to these questions is that newspapers publish an immense variety of material touching upon numerous phases of life. Let us consider the relationship of journalism to your problems of adjustment to successful adult life. Much of this news and feature material is trivial, but a

great deal is valuable. You are going to spend a certain amount of your lifetime reading newspapers. You can waste this time by reading idly or you can spend it profitably by reading the material that has significance for you in your problem of making your life a success.

Journalism and Vocations. Is it possible that journalistic material touches upon the hundreds of vocations in ways that are significant? Glance through a daily newspaper and you will find that it contains news and feature material of interest to persons of many occupations. For the business and particularly financial interests you will find columns of material about stocks and bonds, business trends, analyses of conditions in various industries. Articles on economic, social, and political affairs are important for men in numerous vocations such as politics, law, and certain other professions.

For the great class of persons in agricultural and allied occupations there are news stories of crop prospects for the season, prices from day to day, weather and other conditions affecting the welfare of the industry. Also many newspapers carry large amounts of feature material of value to farming, such as results of experiments to increase production, instructions as to how to improve marketing facilities, care of livestock and farm machinery. In seaport cities there is similar news of interest to shippers.

Trade journals are also important in this connection. Merchants, farmers, barbers, skilled laboring classes, financiers, teachers, and, in short, members of nearly all occupations have such journals devoted to their interests. Most of these journals are published or edited by men who have had practical newspaper experience.

Journalism and Social Life. Newspapers can help you to become better adjusted to your fellow men, for they reflect almost every phase of life. They give you as nothing else can a comprehensive view of your community. They make it possible for you to understand better the significance of the various activities of your community and its relation to the world. Thus you come to know better your own position in it and to appreciate more its other elements.

It is important that you understand the aims and aspirations

of the persons around you. Newspapers reflect human nature and they take an active part in clarifying and solving community problems. Think about the problems of your own community. Enumerate some of the activities that affect your welfare. Now look through several issues of your home newspaper and see how much material you can find that will give you a better understanding of these problems and activities.

Your success in life will be determined partly by the attitudes you develop toward public affairs. There are problems in every community that concern the welfare of all, problems of government, education, civic betterment, control of social evils. Granted that you are a member of a community, you cannot but realize that your enjoyment of life is affected by these important matters. Furthermore the activities involved in public affairs are so varied that you will have a good chance to find something that interests you, gives you scope for the exercise of some of your talents, so that you will derive satisfaction in active participation. You do not have to take part in all community affairs, but only in those that appeal to you.

Many men make public affairs the means by which they satisfy their greed for money and power. Freeing public affairs from the taint of corruption has always been and will continue to be one of the most baffling problems of human society. Newspapers are traditional leaders in attacking this problem. Security of the whole structure of civilization rests upon the valiant struggles of honest men fighting for honesty in public affairs. Dishonesty and corruption are sometimes discovered and punished. Much of it is never punished directly. The fight is never ended decisively. Yet the security of your life, whatever your occupation, and all the advantages you enjoy under civilization depend on this fight for honesty in public affairs. These facts are significant for you in the shaping of your own attitudes toward public affairs.

Health. There are certain ways in which journalism may be an aid to health. Newspapers regularly publish articles about health. They report progress in the prevention and cure of disease. They are an indispensable aid in public-health campaigns. Frequently they actively promote enterprises tending toward improved health conditions such as playground activi-

ties, public parks and other recreation centers, pure foods, pure water supply, prevention of accidents. Although many persons believe newspapers devote too much space to sports, it is possible that even here they promote public health to a degree. In some respects their effect on public health is of questionable value, as, for instance, in their advertising of patent medicine and liquor. Hence you must use discrimination in how you allow newspapers to influence your health.

Leisure. How can newspapers help you to meet successfully one of the most important problems of life, the advantageous use of leisure time? Inventions have not only multiplied the material things of life; they have made it possible to produce all the material things humanity needs in a small fraction of the time formerly required. In earlier times there was little leisure for the masses; but now the profitable use of leisure time is almost a universal problem. During the past generation there has been a constant shortening of the working day.

The average person's problem is how to find inexpensive worthy activities. The number of such activities is almost limitless. Newspapers contain helpful material in connection with many leisure-time activities. They give a sort of panoramic view of world affairs, providing the reader with opportunities for developing and extending his range of interests. Newspapers contain much material that is of no value to you; and unless you are purposeful in the management of your energies and leisure, you may fall into the habit of wasting your time with trivial material.

Security. Everyone wants security. War is a threat to your security. When government is corrupt you are liable to lose your rights, property, and life. There can be security only in a well-organized society. Newspapers are important in this connection because they are one of the stabilizing influences in society. Causes of instability are unrest and injustice, misunderstanding and maladjustment. Newspapers keep the public informed so that misunderstandings are less likely to arise and maladjustments can be rectified in a peaceable and orderly fashion. An informed public is prepared to fight injustice, and newspapers are often the leaders in this fight.

Newspapers may also have a harmful influence on social stability. Some of them will unscrupulously appeal to prejudices and emotions of the people to stir up strife and discord. Many persons believe it was in this way that the United States was incited to declare war against Spain in 1898. It is apparent, then, that the reader must try to understand the newspaper's policies and character.

SUGGESTIVE EXERCISES

1. Find all of the material in one copy of a large daily newspaper that you think is of value to you in solving your individual problem of adjustment to adult life.
2. Evaluate your newspaper reading habits with a view to determining how you should revise them. Attempt to decide what types of newspaper material you should read, and how much time you should spend in reading newspapers.
3. Make a list of at least a dozen important occupations in your community. Now find all of the material in one copy of a daily newspaper that has possible value for members of each of these occupations.
4. Make a list of a dozen or more worthy leisure-time activities and find all of the material you can in one copy of a daily newspaper that would be of interest to persons engaging in these activities.
5. By watching the editorial columns of one of your local newspapers, try to find what its attitude is toward some specific problem in your community.
6. Make a list of as many reasons as you can think of why it is worth while for a person to be informed as to what is going on in the world.
7. Since a newspaper must publish material of interest to as many persons as possible in its community, no one person can be interested in everything in the paper. Try to find as much material as you can in one issue that is likely to interest all of the paper's readers, regardless of their various individual differences.
8. Make a list of public or community activities in which an adult person in your community can participate.
9. The primary function of a newspaper is to: (a) make money for its owners; (b) publish news; (c) serve its community; (d) make its owners powerful in public affairs. Ask five adult citizens their opinions as to which of the above statements is the most nearly true, and their reasons. Write a report of your findings.

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CHAPTER II

PRELIMINARY SURVEY OF JOURNALISM

The Organization for News Gathering. People find it needful to know what is going on in the world. Newspapers sprang into existence to fill that need. The job of gathering and disseminating the news of the world is a vast, co-operative enterprise, involving an amazing, complex organization, calling for the utmost skill, precision, initiative, and conscientious effort on the part of thousands of devoted and able, frequently brilliant, men and women.

The news department of the newspaper staff is divided into two parts — one in charge of the gathering of news in the community where the newspaper is located, the other in charge of handling news sent in from the outside world. Local news is in charge of the city editor. Under him are the staff of reporters and the correspondents in near-by towns and communities. Reporters are assigned to make daily calls at points in the city where news stories are most likely to be found. Each reporter has a definite schedule of places to “cover.” This schedule is called his *run* or *beat*. Also the city editor assigns special events to the reporters that are not included in any of the runs. On large newspapers, after the reporters cover their runs each day, the city editor, with the help of his assistants, reads their stories, checks them carefully for accuracy, and prepares them for printing. Correspondents likewise send in their material each day, or as often as necessary.

How does the newspaper get the news of the outside world? Some of it comes by telegraph from special correspondents in important cities. Most of it comes through the great news-gathering agencies. These are organizations which have representatives in all parts of the world to gather the news. These representatives — correspondents — are on duty virtually all of the time. They cannot work regular hours, for news stories are likely

to "break" at any time and they must be covered at once. Correspondents must make use of every agency at their command to get the news; they must spare no expense when the importance of the event is great.

Some of these news-gathering agencies are the Associated Press, United Press, Universal News Service, and International News Service. There are similar organizations which specialize in certain fields, such as types of feature material and news photography. When material from these agencies comes into the editorial rooms each day, it is prepared for printing by the telegraph editor and his assistants. The largest city dailies have hundreds of employees on their editorial staffs; on the smallest dailies the work may all be done by one man.

Business and Circulation. Advertising material is also divided into two classes, local and national. The former is the advertising of local firms, the latter of firms that sell their goods throughout the nation. Since the main financial support of the paper is in its income from advertising, you can readily see the importance of this phase of newspaper publication. The value of a newspaper as an advertising medium is determined primarily by its circulation.

Thus the circulation staff is important. Its work is continuous, since subscriptions are expiring every day and renewals must be sought. However, street sales are even more important for some papers than are regular subscriptions. Distribution of the paper is a complicated operation. Schedules of trains, buses, and other media of transportation are constantly changing and the paper has to fix its exact time of issue accordingly. Some metropolitan dailies hire airplanes to enable them to reach distant points quickly. Competition is keen among papers published in the same city. Each strives to be the first to reach the reading public, especially when a big story breaks.

Bases of Interest. How do newspapermen decide what types of material to publish; what will interest their subscribers; whether or not a given news story, editorial, picture, or feature article will attract readers? The answer is that they have learned by long experience what material will appeal to the most basic human interests.

First, human beings are interested in whatever affects their prosperity, health, happiness, liberty, and security. Hence we

have the appeal of self-interest; or we might call it welfare or self-preservation; or, more picturesquely, "pocketbook nerve." Second, human nature responds quickly to anything in the nature of a conflict, or, as newspapermen say, drama — the struggle of opposing forces. Third, human beings are interested in anything that arouses their emotions, be it humorous, pathetic, or an appeal to sympathy. Fourth is the appeal to curiosity. Let us illustrate these four fundamental bases (plural of *basis*) of appeal to the reader's interest.

Pocketbook Nerve. If you see a newspaper story that affects your purse, your prospects for the future, your safety or welfare in any way whatsoever, you will be interested in that story. If you own stock in a certain company you will be keenly interested in any news about that company's successes or failures. The farmer who raises wheat is interested in a news story telling about prospects for wheat production for the coming season or about the possibility of increasing the demand for wheat by exporting or finding new uses for it. If you are afflicted with some ailment, you are interested in a news story of the discovery of a cure for that ailment.

Following are two examples of news stories with the self-interest appeal, from high school newspapers. The example from the *Record* is of interest to the students and patrons since it concerns their welfare so directly, involving plans for future development of the school. With regard to the *Hilltopper* example, outstanding achievement of a person as prominent as the principal naturally will bring fame to a school; therefore it affects the welfare of all persons connected with the school. Is there also an element of curiosity appeal in this story?

Board Plans Mack Future

Problems confronting the Board of Education concerning the housing of McClymonds High School students were presented to the pupils at the regular assembly Wednesday, second pe-

riod, in Hoover Auditorium by Principal George E. Furbush, it was learned today. He explained that the present building cannot be used as it now stands, since it does not meet the Building Code for Schools adopted by California Legislature.

That the Board of Education had considered strengthening the present building and reconstructing it as a one story building was explained by Mr. Furbush. It is estimated that the

cost of this reconstruction would run between \$240,000 and \$290,000, and there is some doubt that the building so reconstructed would pass the California State Engineers, owing to the soil conditions upon which it rests, stated the principal.

The Board of Education has also considered erecting a new building upon the athletic field and using the block upon which the present building rests for physical education purposes, added the Mack head. Estimates place the cost of such a new building at not less than \$350,000.

A third method of solving McCly-

monds' building needs is the outgrowth of a population survey of the students now in attendance. This survey shows that the great majority of students now in McClymonds come from homes a great distance west and southwest of the present site, Mr. Furbush said. Entering into the consideration also is the fact that there are empty rooms in elementary buildings in West Oakland which might be used for housing seventh and eighth grade pupils.

—*McClymonds Record*, Oakland, California

PRINCIPAL GETS PATENT WITH NEW INVENTION

Carbon Dioxide Invention Perfected; Mr. Vosburgh Has Other Patents

An invention simplifying the production of Carbon Dioxide was patented last week by Charles H. Vosburgh, Principal of Jamaica High School.

According to Mr. Vosburgh, this invention takes carbon dioxide from flu gas, gas obtained through fermentation processes, and any other mixture of gases containing CO₂. CO₂ is the chemical formula for carbon dioxide. There is a vast commercial field for carbon dioxide: it is used at all soda fountains, in all

carbonated beverages and in manufacturing dry ice, which is merely solidified CO₂, which is used mainly in cooling processes.

Will Cheapen Production

According to Mr. Vosburgh, the new process will cut the cost of producing carbon dioxide approximately in half. Mr. Vosburgh stated, "In my process, the gas—carbon dioxide—is passed through three toners or cylinders about twenty feet high, filled with an absorbing material. The CO₂ is absorbed, and the other gases pass through. When the absorbing material has taken up all the CO₂ it can hold, it is heated, and the CO₂ is driven off in pure form."

Mr. Vosburgh, prior to his appointment as Principal of Jamaica High was a teacher of General Science and Chemistry in Jamaica. He is the author of a text-book on General Science which is being used by that department in Jamaica High at present. This book was written in collaboration with William J. Pulvermacher, then a teacher of Chemistry.

—*Hilltopper*, Jamaica, New York

Curiosity. News stories of a dog that adopts and raises a litter of kittens, or of what food the President of the United States prefers for breakfast, or of hailstones as big as hens' eggs, are

interesting because they appeal to the reader's curiosity. An unusual event may be news because it appeals to the reader's curiosity; if, subsequently, there are many similar events, they cease to have news value because the reader is no longer curious about them. The first airplane flights, aside from their potential importance, were tremendous news stories because of their novelty. Now hundreds of airplane flights pass absolutely unnoticed each day. The following stories written by students exemplify this appeal to curiosity.

'Modern' Girl Athlete Wears Black Stockings, Knee-Length Bloomers

By Betty Brower

Picture wide, black knee-length bloomers, long black cotton stockings, a wide black tie, long sleeved middies, white high topped leather shoes, a fair complexion, and long, braided hair and we have a picture of the modern Lincoln High School girl athlete.

Every girl is taking gym. Altogether there are about 350. Lately the frosh, sophs, juniors, and seniors have been practicing for the gym frolic which is to be given for their parents. A grand march, Swedish floor work, dainty step and lassie dance, dumb-bell drills, three step and dodge ball will be the main features at the frolic.

After school sports have begun, and basketball and probably swimming,

volley ball, indoor baseball and tennis will soon be here.

It might be necessary to call a girls' assembly to urge more girls to turn out for sports, if there isn't a larger response to basketball next Tuesday.

The tank has been opened only three times after school in the last seven months because there aren't enough girls who want to swim to make it worth while.

Swimming will continue until it becomes too cold, so a call is being made for more girls to turn out.

"What's this all about? Are we dreaming?" asks the 1935 girl athlete.

No, not dreaming; we have just turned back to the first pages of Lincoln's history merely to picture what the girls' gym work was like in 1915-1917.

—*Lincoln News*, Tacoma, Washington

The Unicycle, How To Get On and Stay On In One Easy Lesson

"You push the first pedal down and the wheel goes round and round," on a unicycle belonging to Dwight Crafford. He demonstrated this during an interview with a Lariat

reporter. Having dismounted the strange vehicle, consisting of a single wheel, pedals and seat but no handle bars, Dwight smilingly proceeded to explain the technique of riding.

"You keep your balance with your legs" he said. "It took me about six days to learn to ride. Now I can pedal about a mile at a time without stopping and ride a block on the curbing."

When asked where he first got his

unicycle, Dwight replied that the father of his friend, Leon Baccus, had made it for him.

"Leon had one and his father didn't want him to ride alone so he made me one too."

Dwight remarked, with a sparkle of humor, that he had had one

"close shave" with his vehicle. This happened when he fell off of his unicycle just as his father was backing his car out of the garage and completely wrecked the unicycle but Dwight, happily, escaped without a scratch.

— *Lariat*, Cheyenne, Wyoming

Emotions. A glance at almost any copy of a newspaper will show examples of stories in which the interest is based on the emotions. The term "human interest" is frequently used to characterize the emotional appeal. Animals, children, helpless persons, often furnish material for such stories.

Frankforter, Senior Council Member, Dies

Popular Lincoln High Student Suffers Gun- shot Wound While Hunting Thanksgiving

Jackson Frankforter, senior, died at a local hospital Thanksgiving afternoon following a gunshot wound suffered while hunting near Lincoln. "Jack," as he was known to friends

and classmates, and his companions, all former Links '37, were preparing to return after the expedition when the accident occurred.

The funeral rites held Saturday morning were in charge of Hodgman's and the Rev. Paul C. Johnston officiated. Large numbers of classmates and friends attended the funeral. The student council, of which Jack had been a member, attended in a body with the sponsor. Interment was at Wyuka.

In memory of Jack the choir Monday at a suggestion of one of its members sang the negro spiritual, "Deep River."

— *Advocate*, Lincoln, Nebraska

This story is written with appropriate simplicity and it avoids sentimentality.

Central Cadets To Pay Tribute To Unknown Soldier Tomorrow

As the final plaintive notes of "Taps" fade into the November stillness at beautiful Arlington Cemetery tomorrow, four Central cadets will pay homage to the shrine of the Unknown Soldier — the symbol of the American warriors who died on the battlefield.

Brigade Commander Jack Green, Brigade Adjutant Wilbert Locklin, Brigade Quartermaster Jack Holt, and Lt. Col. Rodney McCathray, and the senior officer from each high school, were appointed to lay a wreath from the Washington high schools on the tomb. The officers are to march be-

fore the shrine and stand at "present saber" while Col. Green places the wreath on the tomb.

It has been customary in the past for the commanding officer of Central to lay a wreath from the Jamaica Plain (Massachusetts) High School.

The simple but majestic tomb is considered by many to be the true shrine of American patriotism. It was decided in 1921 to send the body of an unidentified soldier killed in the line of duty, back to America where

a grateful nation might pay its debt of gratitude.

Sergeant Edward F. Younger, of the American Army of Occupation, was chosen to select the Unknown Soldier from four unidentified Americans, and so, chosen by a representative doughboy, the Unknown Soldier has become the symbol of America's gallant deeds, honored by kings and presidents, and the recipient of the silent tribute of millions.

— *Central Bulletin*, Washington, D.C.

Simple, dignified, this is an adequate story of a solemn occasion.

Drama. Why is a story of a football game interesting? Or of the world series? Or of a criminal trial? Because, in each case, the event is dramatic. Deeply ingrained in human nature is the fascination of any kind of struggle. Nothing can be more natural than this, apparently; for life itself is a struggle from beginning to end. The football team is battling to win a game. The man on trial for murder is waging a desperate struggle for his life. The reader may or may not be sympathetic with the football team or the accused man. No matter; it is the struggle that interests him.

Mrs. Marguerite Harrison, Journalist, Relates Adventures as Government Spy

By EDDIE SELF

Seized in Moscow as a spy, thrown into a political prison, threatened by bandits during a jaunt across Asia, fired on by German rebels! This has been the life of Mrs. Marguerite Harrison, world renowned journalist, who related her experiences to a general assembly Monday in Russ auditorium.

Mrs. Harrison, forced by necessity to find a job, after her husband had died and left her with a small son, was employed as assistant society editor on the Baltimore Sun.

"My managing editor gave me the

assignment of taking motion pictures of soldiers' families, sweethearts and other close friends and then going to France to show them to the homesick American boys," said the vivacious speaker, "one of the happiest assignments I have ever had. Only once that I can remember did the movies cause any harm. During one performance, one downhearted doughboy jumped up and shouted, 'By golly, there's another fellow with my girl.'"

Goes to Germany

Because of her work with the soldiers, Mrs. Harrison was ordered to Germany by the United States

Intelligence Service to report what was happening there during the forming of a new government.

"In Berlin, the city for which I was headed, the Red Gauls were revolting against the new republic, which had just been inaugurated," she explained. "When I arrived in that city, there wasn't a taxi-cab or a streetcar to be seen. After a long search I finally found a cab.

"Everything was still and the streets were deserted as the car made its way toward my hotel. Suddenly machine gun fire broke out and rebels trooped out into the streets. Protecting myself with my trunk while the taxi speeded for the hotel, I managed to escape injury."

Assigned to Russia

After a hurried trip home, Mrs. Harrison next was assigned to report on conditions in Russia, then just launching its Communist movement.

"I was getting along fine, sending regular messages to America through the only possible outlet, the wireless telegraph, when suddenly I was discovered, sentenced to death and thrown into a political prison," she exclaimed, as the audience listened

intently. "Solitary confinement was my lot for two weeks.

"After that I was transferred to a cell with 16 women in it and told that I would not be killed. Built to hold eight women, the room at many times was filled with twice as many.

Scratched Hole in Wall

"Next door to our cell was a group of 18 men prisoners," she announced. At this point suspecting Hillers exchanged glances of concern. "One night I heard a scratching noise near the steam pipe in the wall," the speaker continued. "Excited, I climbed out of bed to listen and to investigate. Imagine my surprise when I found that one of the male prisoners was burrowing a small hole through the wall to communicate with the women.

"After this the men and women talked with each other through the hole. Each inmate had her own particular boy friend. In fact, two prisoners went so far as to become engaged without ever seeing each other."

Mrs. Harrison closed her speech with a sincere plea for World Peace.

— *Russ*, San Diego, California

This is a competent speech report by a student; and the dramatic element is apparent in nearly every paragraph.

Hudson Tunnel Ends Meet 20 Feet Under New York River Bed

*By a Staff Correspondent of
The Christian Science Monitor*

NEW YORK, Aug. 3 — Midtown tunnel, the \$37,500,000 project connecting Manhattan Island and Weehawken, N. J., was "holed through" yesterday and the 400-ton steel shield that has been pushing a 32-foot path through bedrock and under-river silt for the last 14 months hit its mark virtually "on the dime."

Completion of the first stage of the

work was marked by ceremonies sponsored by the Port of New York authorities, which is in charge of the construction.

From the bottom of King's Bluff, on the Jersey side, 20 feet below the river bed, the great subterranean battering ram, supplemented with dynamite and the shoving power of a high-pressure hydraulic jacks, wavered no more than a fraction of an inch from the goal 5000 feet ahead. This was a 32-foot steel caisson sunk into the river bed at the foot of Thirty-Ninth Street, Manhattan.

Three weeks ago another shield working through the rocky ribs of

Manhattan from Tenth Avenue bumped against the eastern face of the caisson. Each shove of the mighty pressure engine, whose slow and ponderous progress displaced 175,000 cubic yards of rock and earth and river muck, cleared the way for another giant iron ring of which the skeleton of the tunnel is made, and at the finish today 2370 of these had been placed. Each weighs 22 tons.

With the completion of the boring operations yesterday, the "sandhogs,"

whose job it was to do the actual excavation work and clear away the rock and debris that poured into the shield's capacious maw as it thrust forward, sat down to a feast on the surface at both ends of the tunnel.

According to Col. Charles S. Gleim, chief engineer of the project, the tube will be ready for traffic in the early winter of 1938. It is being financed by a federal public works allotment under grant to the Port of New York Authority.

— *Christian Science Monitor*

Triumph of man over the forces of nature is one of the most fruitful sources of important news.

Variety of Material. Keeping in mind these four principal bases of appeal to reader interest, you can see why newspapers print such a wide variety of news material, some of it important, some of value to certain groups of persons and not to others, and some not in any sense important. For instance, the death of an important but obscure scientist will be given a short paragraph in the newspaper and the death of a well-known prize fighter may be published on the front page with big headlines and the fighter's picture. The fighter is not an important person, the scientist is; but the editor knows what the people will read with interest and what they will care little about.

Another common type of occurrence illustrates this point. In writing the story of an event, the reporter may give prominence to some unimportant phase of it and neglect a matter of greater importance if he thinks the less important will be more interesting to the reader.

To command the respect of educated persons and yet be understood by the uneducated the newspaper story must be written in plain, simple, yet forceful language and it must be grammatically correct. To appeal to different classes of people the newspaper has departments such as sports, society, markets, churches, finance. The editor must decide what material he thinks will be of interest to the greatest number of readers. The newspaper always has available many times as much material as it needs; therefore the real problem is always one of selection.

Unfortunately the public is often more interested in trivial than in serious material. This is the reason why newspapers publish so much trivial reading matter. Newspapermen are able and ready to publish only the highest types of material whenever the public demands it.

The Struggle against Triviality. Most newspapers take a definite stand against trivial material. They cannot eliminate it entirely from their pages, but they hold their standards as high as they can. Some of them, under inspired leadership of great publishers, almost eliminate trivial reading matter. For instance, consider the *New York Times* under the leadership of Adolph Ochs (d. April 8, 1935); the *Christian Science Monitor*; the *Kansas City Star* under William Rockhill Nelson.

There is a great deal of difference in the quality of material in different newspapers. The reasons for this are various. The general level of intelligence is higher in some communities than in others. Precedent is a vital factor; a newspaper that has always maintained high standards is prized by its community and consequently has the battle against trivial material half won. Some publishers deliberately sacrifice large circulation for quality. In large cities no one newspaper can strongly appeal to all classes of the people in its territory; hence one paper builds up a circulation among the people of higher reading standards while another appeals definitely to other classes of readers. Even in a city where there are only two papers, this tendency may often be detected.

Newspapermen as a class are highly intelligent and therefore naturally revolt against a great part of the material they have to publish to maintain their papers' circulations. This fact tends to make for a somewhat higher class of material than the readers would normally demand.

SUGGESTIVE EXERCISES

1. Gather the following information about the business organization of a newspaper in your community: total circulation and what proportions are street sale, newsstand, carrier boy, city and country. What percentage of total space is taken by advertising? Find the ratio between local and national advertising.
2. Find from your local newspaper office what the principal sources of news are in your city — that is, the places where reporters regularly call for news.

3. Find a number of examples in a daily newspaper of stories that appeal to the reader's sense of the dramatic; his emotions; self-interest; curiosity. Do some stories appeal to two or more of these basic human traits? If you find any such, do they seem to have greater interest than the others?
4. Make a list of the main classes of persons in your community that your local newspaper must appeal to. Find examples in your local paper of stories that appeal to these various classes; also examples of stories that have a general appeal.

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CHAPTER III

THE NEWSPAPER READING PROBLEM ILLUSTRATED

Comparison of Two Dailies. Many newspapers print enough material daily to fill an average-sized novel. Each day this material must be all new. This fact is often cited as one of the wonders of modern journalism, which indeed it is. It is mentioned here to illustrate the reader's problem. He cannot read the entire paper each day; instead, he must select what he will read. It is in the selections he makes that he expresses his personality, taste, purposefulness, and mental alertness.

Let us compare the materials in two large city daily newspapers to illustrate the points that have been mentioned in connection with your use of newspapers as an important factor in your adjustment to adult life. Let us take the Sunday, October 6, 1935, editions of the *New York Times* and the *Denver Post*. Any other two metropolitan newspapers would suffice for this comparison, but the *Times* and *Post* are appropriate for several reasons. Both are circulated very widely and they differ markedly in character.

The Times. This particular edition of the *New York Times* contains 102 eight-column pages of printed material; 18 pages in the rotogravure sections and 56 five-column pages in the book-review and magazine sections; a total of 176 pages. There are twelve sections as follows: first news section, 36 pages; second news section, 12 pages; financial and business, 10 pages; editorials and special articles, 12 pages; sports, 10 pages; book reviews, 32 pages; magazine, 24 pages; rotogravure (three sections), 18 pages; art, fashion, radio, gardens, 14 pages; travel, science, and education, 8 pages.

News Sections. The first news section contains approximately 160 news stories covering a wide range of subjects from all parts of the world. Naturally, stories of events in New York pre-

dominate. There are articles telling of the outstanding events of the day in the city government of New York; of the city's purchase of transportation companies; of business activities, scientific progress, births, deaths, crime; of unimportant but curious events. There are numerous stories of political affairs; of the Italian-Ethiopian war; of affairs in Germany under Hitler; of a proposed treaty between the United States and Japan. Almost two thirds of the space in the first news section is occupied by advertisements.

The second news section, 12 pages, devotes several pages to general news and considerable space to society and women's club news. Almost one page is given to weather and shipping news. Considerable space is devoted to announcements and notices of deaths, births, and weddings. There is less than half a page of advertising.

Financial Section. The 10-page financial section has many columns of tabulations of stock and bond prices, almost a page of classified advertising, a few small display advertisements, and approximately 75 news stories and special articles on business and financial matters.

Editorial Section. In the 12-page editorial section are numerous articles on the Italian-Ethiopian situation. There are studies of the relative military strength of the two nations, the attitude of other European countries toward Italy's attack on Ethiopia, and discussion of Britain's interest in the struggle. Considerable space is devoted to an account of a tour of the United States by President Roosevelt. There is more than half a page of editorials — one of them advocating vigorous action by the League of Nations in invoking sanctions against Italy for going to war with Ethiopia, another criticizing the federal government's potato-control plan, another commenting on the political situation in Canada. One page is devoted to letters to the editor. There is about a third of a page of advertising. The section contains about 20 long articles, dozens of shorter ones, 7 editorials, and a number of photographs, cartoons, and graphs.

Sports. Football and the World Series dominate the 10-page sports section, but there are also dozens of other stories of sports events in many parts of the world. There are more than 150 stories in the section. Advertising takes up about a half page. There are numerous pictures.

Book-Review Section. Advertising, mostly of books, takes up about 13 of the 32 five-column pages in this section. There are many scholarly reviews of the most recently published books and a number of articles on literary subjects. The leading article is a review of a biography of Dwight Morrow. Novels, books on science and philosophy, essays, poetry, are included in the reviews.

Undoubtedly a person could keep himself informed of nearly all significant books printed for the general public by following the *Times* book-review section each week.

Magazine Section. Here again is a long article on the Italian-Ethiopian war. Efforts of the government of New York City to suppress noise are discussed in a leading article. Other articles include a discussion of outstanding persons in Holland, the United States government's patronage of art, the new United States Supreme Court Building, the Naval Academy at Annapolis, the new Governor General of Canada, and Dr. Wilberforce Eames. Advertisements take about a third of the space in the 24-page section.

Rotogravure. There are 18 pages in the three sections of roto-gravure illustrations. There are pictures of military maneuvers in Ethiopia, Russia, and elsewhere; of schools in Mexico; the Golden Gate bridge under construction at San Francisco; a new Zeppelin in process of completion in Germany; and various sections of New York City. Advertisements take up about one third of the space in the three sections.

Art, Fashion, Radio, Garden. This section, totaling 14 pages, contains numerous articles on a wide variety of subjects. Considerable space is devoted to theatrical news of the world. There is a page of music news with pictures of several famous musicians, including Jascha Heifetz and Fritz Kreisler, violinists. There are articles on latest styles in clothing, on gardening, and on the week's radio programs. Advertising takes the equivalent of 3 or 4 pages of space.

Travel, Science, Education. The last section of this issue of the *New York Times*, consisting of 8 pages, has articles on the rush of crowds to football games, hunting in Scotland, the increasing number of airports, trends in education, automobiles and highways. About one third of the space in the section is taken by advertising.

Some General Facts. The amount of printed material in this issue of the *New York Times* is immense. Some articles are three or four thousand words long. There are several times as many printed words in this one edition as in an average-sized popular novel. It would be impossible for the average subscriber to read more than a minor fraction of this material. Weekday editions are much smaller, but it would be difficult for a person to find time to read them all. Of course there are few persons, indeed, who would think it worth while to read every word in a daily newspaper. The real problem is to know what one wants to read, to be able to judge the value of the various articles before one's eyes, and to read only the ones that have significance.

On what basis does one choose his reading? Should he read only what is displayed in prominent headlines? Should he read only for idle amusement, or with a definite purpose? Should he consider cultural and vocational values?

The Denver Post. Now let us see what kind of material the *Denver Post* contained on the same day, October 6, 1935. The first news section contains 10 pages. There is a feature section of 4 pages containing an insert of 4 additional pages. The magazine section contains 12 pages slightly smaller in dimensions than the news section. One of these pages is devoted to comics. There are 8 pages in the rotogravure section and 20 in three sections of comics. Thus the entire edition comprises 58 pages, 21 of which are comics.

The Comic Sections. Since more than one third of this edition is made up of comics, it is apparent that there is much less reading matter in the *Post* than in the *Times* in proportion to their total numbers of pages. It would be possible to read these 21 pages within a few minutes' time.

The News Section. One page of the news section is devoted to sports, one to theatricals and radio, one to news and features for women. There is a half page of features for children, and a half page of short humorous stories. One page is made up of news from the states adjacent to Colorado and there is a little more than a page of advertisements. The remainder of the section, approximately 5 pages, is filled with general news and features. The front page is in two colors. There are approximately 100 news stories in the section. The lead story on the

front page, with a two-line banner headline, is about a proposed census of old-age pension eligibles in the United States. Other lead stories deal with the proposed mint in San Francisco, expected disturbances of business as a result of proposed Congressional investigations, problems of the 1936 session of Congress, a project in Mexico to make 10,000 plowshares out of cannon, comparison of circumstances surrounding the mysterious deaths of Evelyn Hoey and Smith Reynolds in the East, and a story about Paula Hietler, sister of Germany's Chancellor Hitler. Lead stories on inside pages deal with Hoover and Borah in Republican Party plans for the Presidential election of 1936, a lawsuit over inheritance of a fortune in Oklahoma oil property, Arizona's attempts to end polygamy among residents of the Short Creek district. At the bottom of the front page is an advertisement five columns wide and three inches deep of a fiction story in another section of the edition.

Rotogravure. This section of 8 pages contains a full-page picture of a mountain scene on the front page, a 2-page spread of various hunting scenes, and a variety of other pictures from different parts of the world. Approximately one page is devoted to advertisements.

Magazine. The front page of the magazine section shows a large picture of two deer in a wild setting. At the bottom of the page is a poem celebrating the opening of the hunting season. An interview with Evelyn Venable and Otto Kruger on "What is Romance?" fills the second page, and the third page is taken up with a series of mildly satirical cartoons under the title "Vignettes of Life." On page 4 is a full-page article on trans-oceanic air travel; page 5 is given over to an article on the love affairs of two moving-picture celebrities. The next page is filled with a story of a love affair between a society woman and a chauffeur. The following page is filled with an account of results of English tests given to teachers in the New York City schools. The next contains stories about wild animals; and page 9 is filled with articles for women — beauty hints, recipes, hints on the care of children, and fashions in clothing. Of the remaining two pages, one is filled with style pictures in women's clothing and one with an assortment of short feature articles including a crossword puzzle and a murder-mystery puzzle. There is a very small amount of advertising in the section.

Cosmopolitan Section. This 4-page section has a number of articles, displayed under prominent headlines, on various problems of public concern. There are articles on President Roosevelt's prospects of re-election, comparative military and naval strength of Italy and England, alleged world-wide communistic propaganda, unemployment in the United States, and the problem of the so-called "fence" in crime. About three quarters of a page is taken up with Ripley's "Believe It or Not" cartoon.

An insert in this section contains the concluding installment of a fiction story taking almost four pages. Remaining space in the last page contains an article about Ethiopia.

Some General Comparisons. Although the *Post* has approximately one third as many pages as the *Times*, it has only about one sixth as much reading matter. It is printed in larger type, devotes much more space, proportionately, to pictures, and uses more and much larger headlines. Of the *Post's* 58 pages, 32 are filled with pictures, including the 21 pages of comics and 8 of rotogravure. Pictures take approximately half of the space on each of 8 pages in the magazine section. There are also large pictures in the other sections; more than a page and a half of space in the cosmopolitan section and a page of the news section are pictures. Thus little more than 20 pages in the entire issue are devoted to reading matter.

In the *New York Times* we find no comics, 18 pages of rotogravure, and approximately 50 pages of advertising. There are a great many reproductions of photographs, but they do not take as much space, proportionately, as do those in the *Post*. Probably half of the total space in the *Times*, or 85 pages, is reading matter.

Few *Post* articles, even those with the largest headlines, are more than a thousand words long. Many *Times* articles are longer than that. Much of the material in the *Post* is serious and informative, but a great deal is trivial, as, for instance, the 21 pages of comics and articles about love affairs of actors, actresses, and society persons.

SUGGESTIVE EXERCISES

1. Classify all of the material in one issue of a daily paper under the following heads: trivial; serious, but of no value to you; of value to you.

2. Make a study of two large metropolitan newspapers similar to that of the *New York Times* and the *Denver Post* in this chapter.
3. Examine two newspapers, preferably two published in the same city, to find, if possible, whether or not they appeal to somewhat different classes of readers. Find examples of news stories, feature material, and advertisements that illustrate the difference between them. Also, try to judge the differences from their appearance and make-up.
4. Judging by the descriptions of their material, try to determine which of the two newspapers discussed in this chapter contained the more valuable material for you. Give reasons.

PART II

Editorial Problems

CHAPTER IV

NEWS GATHERING

Why Study News Gathering? Since your chief aim in studying journalism is to develop the ability to make use of newspapers in your struggle for success in life, it is important that you consider at once how a study of news gathering will help you.

In working on your school paper, you will gain some insight into the problems newspaper men and women meet. You will understand better why newspapers print the material they do print, in the form and manner in which they print it. You will have experience that can be helpful to you in whatever occupation you expect to enter. You develop the habit of closer observation of events. You gain a greater appreciation of the value of time. You develop greater ability in the use of English, both spoken and written. Writing for print, you are confronted at once with the necessity of using clear, concise language, and punctuating and spelling correctly. In gathering information, you learn to be direct and to the point. You have experience likewise in the use of tact, in learning how to deal satisfactorily with others, in the common courtesies of the social and business world. As a member of the school newspaper staff, you learn the importance of working harmoniously and successfully with your colleagues; and you develop the capacity for doing so, a capacity required for success in nearly all occupations and essential to your living a successful, well-rounded life. In many occupations there are occasions when the ability to write for publication is valuable. In such cases your training in news writing will be of distinct help.

There are two divisions of the study of school journalism — business problems and editorial problems. The word “editorial” refers here to all of the work of producing the paper’s news, editorials, and feature material. Editors, reporters, feature

writers, editorial writers, make up the so-called editorial staff.

Before the reporter can write a news story, he must gather the information on which it is based. (Incidentally, any news or feature article in a newspaper is a "story" in journalistic terminology.)

What News Is. To cover the news adequately the newspaper staff — amateur or professional — must know what news is, where it is found, and how to get it. We may define news as *an account of an event that is of interest to a considerable number of the newspaper's readers*. The most important point here is that *news is an account of an event*. It is not an essay, description, or the reporter's feelings or impressions, although it may include these. There must be an *event* before there is news; something must happen. Description must be limited to what will give the reader a clear account of the event. To be of interest, the event usually must be very recent. However, an event that occurred some time ago may be interesting now because facts about it have only recently come to light or because a recent similar event has aroused interest in it.

It is *action* that the reporter is dealing with. This is largely the reason why newspaper work is so fascinating for persons temperamentally suited to it. The reporter, as a chronicler of events, must be alert to what is happening around him. There are events each day that do not occur on any of the regular beats covered by the reporters. Each reporter not only must cover his share of these events, but must also help find them. Events of news value are likely to happen at any time and they must be covered at once.

Bases of Interest. Recall that news is news because it interests people; and that people are interested in events that arouse their curiosity, affect their welfare, play on their emotions, or appeal to their sense of the dramatic. Stories that have two or more of these bases of interest have thereby more news value.

Where News Is Found. How can a half-dozen reporters cover all of the news in a city of, let us say, 40,000 population? Any one of these 40,000 persons is likely to do something any day that is news. Someone achieves something unusual — writes a successful book, invents something, inherits a million dollars; there are deaths, births, marriages, lawsuits, crimes, accidents, fires; business enterprises are started or stopped; institutions are

planning enterprises, carrying them out; conventions come to the city; there are various kinds of sports events the year round; schools put on programs, build new buildings; the city government is passing ordinances; famous persons are making visits; social events are taking place.

Obviously, reporters cannot keep in touch with everybody every day. There is a saying that a good reporter will manage to be where the accident is going to happen. But this is expecting too much of even the most skillful reporter. The answer to the problem is that, with respect to almost all events, the facts are immediately known at certain central points in the city. Consequently the reporters can keep in close touch with these central points and be reasonably sure that they will not miss important events. Each reporter is assigned his quota of these points and must visit them every day or as often as is necessary.

Let us enumerate the principal central points.

Runs. Every city must have minor variations from the following list of runs; but the list is nevertheless typical of most cities of 40,000 population or over in the United States.

Law Enforcement. Crime, of course, is one of the most important sources of news. City police headquarters, county sheriff's office, and federal law-enforcement offices are central points the newspaper reporters must cover. There may be officers with special duties, such as the vice squad and narcotics officers.

Courts. The city has its police court or courts — possibly juvenile courts; among others are justices of the peace, the probate court, state district courts, possibly federal courts. The reporter's duties are often exacting, for the material he is dealing with is technical, and legal procedure and terminology are complex and involved. Court decisions and opinions, filings of complaints, and various other activities are news.

County Offices. In addition to those mentioned, county officers are the coroner, who has charge of investigating suspicious or mysterious deaths; the county commissioners, who are the executive officers for all county business; the county clerk; recorder; assessor; probation officer; treasurer; prosecuting attorney, and superintendent of schools.

City Offices. In the city hall are the mayor, city council, health officer, building inspector, clerk, employment officer, city engineer, fire department, street commissioner, treasurer, welfare

department, park commissioner, and possibly others, depending on the size of the city and its individual characteristics.

Federal Offices. In the federal building are the federal courts, district attorney, postmaster, surveyors, cadastral engineers, bureaus of various kinds, forestry officers, internal-revenue collectors, weather bureau, marshal, and possibly others.

Civic and Commercial Organizations. Every city has a considerable number of organizations devoted to commercial and public affairs of various kinds. Among these are such groups as Kiwanis, Rotary, Lions, Exchange, and similar clubs; fraternal, religious, and cultural organizations; Chamber of Commerce; the American Legion; purely business and professional groups; the Grange, and labor organizations. These organizations sometimes carry on such activities as projects for civic betterment and advertisement of the city. Sometimes their conventions are events of importance.

Educational and Social Agencies. High in importance here are the schools, churches, and perhaps libraries. Schools especially are of concern to most citizens of the community, for the great majority of adult citizens either have children in the schools, or are taxpayers, or both. Churches are of direct concern to a considerable percentage of the people of any community, and their influence reaches virtually all phases of community life. Libraries are coming more and more to be important factors in life. There are many other social agencies of greater or less importance in city life, such as the Y.M.C.A., Y.W.C.A., and similar organizations.

Miscellaneous. Hotels are always a good source of news, supplying many of the personals and frequently interviews with distinguished or otherwise interesting guests. Railway, stage, and airport depots are also worth covering for the same types of news. Business institutions provide frequent stories. Headquarters of political parties are important, especially during election campaigns.

Special Runs. Certain cities have, in addition to the above, other runs, because of location or peculiar advantages. Seaport cities have the waterfront. In state capitals the statehouse run is important.

Since reporters must continuously face opposition on the part of persons who for one reason or another do not want certain

stories to be published, they find it necessary to cultivate friendships with people who can supply them with information but whose identity cannot be disclosed. Often reporters cannot publish stories from these hidden sources unless they first verify the facts from another source. Sometimes these sources provide the reporter with information he can use as a means of forcing others to disclose further information. The reporter must be a person of integrity, for the betrayal of confidence of anyone who gives him information privately is a gross breach of trust. The ability to keep a confidence is one of the primary requisites of a good reporter.

Making the Day's Rounds. A reporter may have as many as fifty places to cover on his run. There is always a possibility that a story may break at any one of them at any time. Obviously it is impossible for him to call daily at all of these places. In this situation there are several means by which he can avoid missing important events. First, he makes extensive use of the telephone. However, he must remember that the persons whom he is contacting will lose interest in him and think him lazy if he does not see them as often as possible. He will find that in some places there will be news only rarely, and by experience he can gauge fairly well how often he should call. By cultivating the friendship of his news sources the reporter can enlist them in his behalf so that they can be depended on to notify him when a story breaks.

Some news sources have stories at certain times of the year, month, or week; monthly reports are an example.

If the reporter is working on an afternoon paper, he will cover his run in the morning; if on a morning paper, he will probably make his rounds in the afternoon. Frequently he finds it good policy to call at certain offices as late as possible. For instance, lawyers sometimes file cases in court at closing time with the hope that the cases will escape publicity for a day.

Almost every reporter has special assignments. Reporters ordinarily are supposed to have regular hours of work, but they pay no attention to these when the day's events demand other arrangements. When the reporter has a special assignment, he should contact his source of information as soon as possible.

Personal Qualities Required of the Reporter. It is evident that the reporter must be a person of energy, tact, initiative. He

and he alone is responsible for the news on his run. There is no other staff member to rectify his mistakes or his neglect. If he misses a story, his paper misses it. Carelessness or laziness will certainly lead to his speedy dismissal from the staff.

Every day the reporter will have to obtain information that people are unwilling to give. Hardly a story goes into the paper that somebody would not like to suppress. Criminals and their relatives, friends, and attorneys want to keep their names out of the paper. Law-enforcement officers want to withhold information when they are working on a case, or to keep back information the public has a right to have. Sometimes persons in responsible positions make mistakes which they want concealed from the public. People involved in accidents frequently want to conceal the facts. Sometimes the reporter will discover evidence of dishonesty or gross neglect of duty on the part of public officials.

In such cases, the reporter may have to use all the determination and ingenuity at his command to get the information he needs. As a representative of a newspaper it is his duty to give the public the information it is entitled to have; hence he is in a difficult position when people wish to withhold information from him. While courtesy is always essential, the reporter must also be bold and determined to demand his rights in such cases.

Accuracy. Above all else, a reporter must be accurate. He must learn to make careful, accurate notes, must have a good memory and good judgment. He must scorn giving credulity to rumors, hearsay, and the like. Rumors often give the reporter valuable tips; but he must verify everything he hears.

The reporter must make use of different sources of information, particularly when an event occurs under exciting circumstances. In such cases the reporter must gather statements from as many different persons as possible, then consider the whole matter from the viewpoints of probability and common sense before he draws his own mental picture of the event.

Speed. It is true that sometimes a reporter has to use every ounce of his energy in getting a story written in time to make an edition. Usually, however, he has plenty of time to gather his information and write it carefully, organizing his notes and studying them before he begins to type his story. He may even revise the story if necessary. What a newspaperman means by

speed is the ability to work *now*. The reporter cannot wait for inspiration. Reporters on student newspapers should realize that even the stories that develop several days before the date of issue must be written at once; otherwise they will cause too much work near the time of issue and may be crowded out by stories that are on time.

Dependability. When a reporter is assigned to cover a certain story he is expected to proceed on his own initiative. Regardless of difficulties, he must make every effort possible to carry out his assignment. Again, the reporter must inspire his news sources with confidence in his integrity. A pleasant personality is in no sense as important as the outwardly less attractive but more fundamental trait of dependability.

Nose for News. The reporter must be broad in his interests and he must be of a sympathetic, "human" temperament. He must be a student of human nature. In other words, he must have a strongly developed sense of what people will be interested in; for this is NEWS. This sense is aptly described in the phrase "a nose for news." There is a saying that a good reporter who is sent out to get a certain story will return with three — the one he was sent for, another that he found on the way there, and the third one, which he found on the way back.

Other persons have their respective fields of interest in life. It matters little whether or not a doctor, for instance, knows very much about engineering; or whether a mechanic is well versed in the political affairs of Central Europe. The newspaperman, however, must have an understanding of the fundamental principles of all other occupations, as far as that is humanly possible. Therefore the young reporter must have an active mind and be a constant, omnivorous reader and observer. Nearly all newspapermen start as reporters, and a large percentage of the most brilliant of them end their careers as reporters. They are the men who by constant study and observation gradually acquire an astonishing understanding of the manifold activities of other men.

In a single day a reporter may have to cover a murder case, a meeting of a medical association, a political address, an interview with a famous astronomer, and in addition cover his regular run. The next day he may have an entirely different but equally varied program. And so, throughout the weeks and

years, he is constantly required to cover stories different from any he has covered before.

How does he do it? He makes opportunities for himself out of these various assignments. When he has a chance he studies beforehand the field of knowledge involved in each assignment. The actual covering of the assignment gives the reporter further opportunity to gain knowledge of the subject, which he treasures in his mind against some future similar assignment.

Other men are specialists in their various fields of knowledge. The reporter's specialty is to be able to understand the technical affairs of other men, and to tell them in simple, non-technical writing. It is possible that this is the supreme function of the journalist, the necessary part that he plays in maintaining and furthering the progress of civilization.

Some Types of News Stories. It is impossible to classify all news stories. They are as varied as life itself. Let us consider some of the different types.

Expected and Unexpected. All events are either expected or unexpected. When a convention comes to town, that is an expected story. So are elections, athletic events, and many other occurrences that you can readily perceive. On the other hand, accidents, many deaths, fires, crimes, disasters, and the like are unexpected. Naturally, the newspaper office looks forward to coming events and plans for them as far ahead of time as necessary to make their coverage as easy and complete as possible. Every city editor keeps a "futures" book in which he jots down reminders of all events he knows are scheduled during the year. Usually this book is also used for reporters' daily assignments.

Newspapermen are constantly endeavoring to anticipate things that may happen. When a prominent person becomes critically ill, newspaper offices prepare obituaries and other data that would be of news value in case of his death. They may even have this material set in type, and make an engraving of his picture, so that they can get the news on the street in the shortest possible time. In large cities, among newspapers competing for street sales, it is of tremendous importance to get editions out as quickly as possible after an important story breaks.

Unexpected events, of course, require the utmost vigilance on the part of the newspaper staff, for they may occur at any time and it is necessary that they be covered in the next edition.

Advance and Folo Stories. We can distinguish two types of expected stories — those published before the event takes place and those that are published afterward. The story published beforehand is called an advance story, the one afterwards the follow, or “folo” as the word is spelled in newspaper circles. Newspapermen must be forward-looking. Some of their best stories are of the advance type. This is especially true in the case of weekly papers; for after an event is over it is likely to become well known before the paper is issued. On the other hand, the energetic editor can find the particulars of a coming event and publish them when they are real news to the subscribers. Staff members of school newspapers would do well to lay great emphasis on this point.

The newspaper must not publish an advance story until the public will be interested and it must not wait until too near the event, for then it will be scooped by rival papers.

Often a newspaper carries several stories of a coming event. If it is an important one, plans for it are usually made gradually, and these plans make the bases of stories from day to day or week to week. When an event extends over several days' time the paper carries a folo of yesterday's or this morning's events, and the advance on what is coming next on the program.

Local Quintet Opens Season December 10

**Nolan, Black, Wilson, Dence
and Hungerford Are Vet-
erans.**

Wellsville High School hoopsters will open their 1937-38 basket ball season Friday evening, December 10, when they oppose the Red Raiders from Hornell.

The Orange and Black locals have five veterans; Nolan, Black, Wilson,

Dence and Hungerford from last year to start anew. Several who will see service are Les Hambridge, Ben Kelley, Ken Clark, Herm Walchli and others. Much is expected of those mentioned previously. The team in general will miss the active “Wee Willie” Dahlgren, captain and star forward of last year. Dahlgren has highest total of points ever to be made by any Milesman as well as being chosen the county's outstanding forward.

Wellsville Is Shifted

In previous years, Wellsville has been the Bolivar opponent for class A honors. The Oil Men will remain in the same class as before, because of registration which determines the competition, but Wellsville has an increase in enrollment and was transferred to Steuben county. The com-

petition will be greater and faster because of the size of the schools in the league.

Hornell, last year's champions, went to Rochester for the finals, but lost in the second game with Frank-

lin High, Monroe County Champions. "Bob" Rohan, Maple City forward, was chosen by sports writers from all around the most outstanding basket-ball player in the state.

— Owl, Wellsville, New York

What should the reporter tell about the coming event? He should tell plans for it as far as they are known, names of persons prominent in connection with it, the significance of the event, its interest to the public, its possible outcome. He may make references to similar events in the past. Notice how this example carries out most of these points.

LINFIELD DEBATES

FEBRUARY 20-22;

THIRTEEN ENTERED

One Women's Team, Four Men's Groups Leave Next Wednesday.

FIVE ORATORS SELECTED

Seven Extemp Speakers Will Practice Art at Annual Invitational Tourney.

Ten men and three women will leave next Wednesday to represent Whitman in the Linfield debate tournament February 20, 21 and 22.

The debate subject will be, "Resolved, That Congress should be permitted, by a two-thirds majority vote, to over-ride any (5-4) decision of the Supreme Court declaring a law unconstitutional."

Four Men's Squads

Whitman will enter four men's teams: Eric Hagberg and Mervin Butterfield, Wear Clark and Bill Pugh, Ross Reid and John Tuttle, Floyd Fitzpatrick and Ed Robel. The women's team will be composed of Helen Rasmussen, Faith Brown and Georganne Baber, alternating in different debates.

In oratory, each entrant chooses his own subject for a twelve to fifteen minute speech. Earl Fossum, Bill Fifield, Bill Pugh, Ed Robel and Floyd Fitzpatrick will compete in this division.

Extemp

Participants in extemporaneous speaking will draw their topics one hour before they are scheduled to speak. These subjects will be based upon the last four issues of the "Literary Digest." Speeches are to be six to eight minutes in length. Mervin Butterfield, Eric Hagberg, Bill Fifield, Earl Fossum, Wear Clark, John Tuttle, and Ross Reid will participate in this field of competition.

Whitman will enter no women in oratory, but one or more may possibly participate in extemporaneous speaking.

The debaters will return Sunday, February 23.

— Pioneer, Whitman College, Walla Walla, Washington

This is a plain story giving essential facts of the coming event.

Mission City Gridmen Conquer San Bernardino Cellar Holders

Home Guard's Numerous Power Drives and Aerial Attacks
Baffle Inexperienced Red and Black Players

By Bill Guyer

Decisively trouncing the San Bernardino Cardinals with an unbeatable passing and running attack, the Riverside Bears won its first unbeaten and untied C.B.L. schedule since the league started.

First and the second string presented Coach Mumma with four touchdowns for a total of 26-0 in the first, second, and fourth quarters. The Cards were unable to solve Riverside's attack, while on the other hand Poly's forward wall stopped the opponent's line charging and the secondary batted down all forward passes. Only once late in the second period did the Gate City team threaten.

The first score resulted from a pass from Carl Morelock to Lloyd Leest, sensational half-back. Morelock surprised the San Bernardians with a perfectly executed 62 yard quick kick which went over the safety man's head and was downed on the San Bernardino 12. Poly then forced them to kick back to their own 40. Morelock shot over tackle for a first down, and snatched a diagonal pass from Leest for 13 yards. Pinkerton smashed the line for five. Morelock faded back and tossed a perfect pass to Leest, who took it just over the goal line. Morelock then kicked the extra point.

After teams had kicked back and forth three times, Coach Mumma sent in the second string. It was equally successful. George Dole proceeded to shoot two passes to End Johnny Ballard, good for 14 and six yards. Dole on two off-tackle slants carried the ball up to the Reds' 10. Frank Boyd, who is expected to fill the shoes of James Pinkerton next year, crossed the Card line and shot over center untouched for the second score. Dole's conversion was incomplete.

In the third quarter Riverside again held the upper hand. The Bears were penalized 15 yards twice when in scoring territory. Late in the period a long kick by Leest sent the invaders back on their 12-yard stripe, forcing them to kick. Morelock returned the punt 15 yards and a lateral to Leest netted nine yards. Line smashes by Pinkerton and off-tackle slants by Morelock rested the ball on the two-yard marker. Pinkerton going over center fumbled, but the oval rolled over the line and he fell on it. Morelock converted.

Fullback Mickey Wood was the whole show for the Cardinals, playing a great defensive game and making the only two first downs from running plays, the rest coming from penalties and passes.

— *Poly Spotlight*, Riverside, California

There are few points about writing a folo story that do not apply to news writing in general. This example shows how the writer tries to mention the most vivid and outstanding phases of the event, how he avoids tedious details. The lead starts in fine fashion, but the opening sentence as a whole is not altogether clear.

THIS WORLD TODAY

BY NOTICE HERE

There is no notice here for the purpose of advertising. There is no notice here for the purpose of advertising. There is no notice here for the purpose of advertising.

Democracies Hail Pacelli as Pius XII; Election Angers Nazis

Westwood Mob Wrecks CIO Hall In Battle Royal

AFL Mill Workers and Foes in Hand-to-Hand Street Clashes; Another 'Purge' Is Feared

Spurred by VOGD's anti-unionist labor agitator, a mob of CIO headquarters by a crowd of 200 men, smashed their way into the building and shortly thereafter, by force, fist-fights and assorted hammer attacks in which 20 Protest officers and the situation remained tense and dangerous.

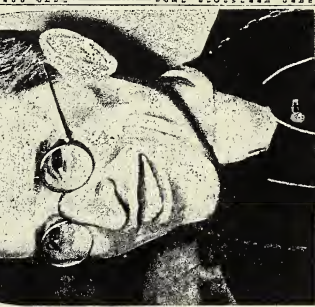
Reaction Britain, Paris Overjoyed; Reich Wrathful

Reaction of Europe Cardinal Pacelli's election as Pius XII, the 25th pope, was greeted with surprise and joy in Britain and France, where it was expected that the new pontiff would be a moderate and a peace-loving figure.

Papal Vote Pontiff Will Carry on His Peace Work

VATICAN CITY, March 2 (U.P.)—Eugenio Cardinal Pacelli, who was elected to the papacy today was elected to the papacy today was elected to the papacy today.

The Nazi reaction to the election of Pius XII was one of anger and disappointment. The Nazis had hoped for a more radical pope who would support their policies. Instead, they saw a pope who was known for his moderate and peace-loving stance.



A black and white portrait of Eugenio Cardinal Pacelli, the newly elected Pope Pius XII.

The New Pope

All the news on Page 5.

The election of Pius XII was a significant event in the Catholic Church. It was the first time in over 100 years that a pope from the Italian Papal State had been elected. The new pope was known for his moderate and peace-loving stance, which was a departure from the more radical policies of his predecessors.

Marriage Off Ann Heritt Breaks With Latest Love

Ann Heritt, a well-known actress, has broken with her latest love, a man named [Name]. The couple had been together for some time, but their relationship has ended.

Appeal for Pius XII

A group of people have issued an appeal for Pius XII to take a more active role in the world. They believe that the pope should be more involved in the political and social issues of the day.

Plan Your Estate

It is important to plan your estate properly. This includes making a will, naming beneficiaries, and ensuring that your assets are distributed according to your wishes.

TRUST DEPARTMENT

Wells Fargo Bank
and
Union Trust Co.
Established 1812
Markets at Montgomery
Highway at Grant Ave.
SAN FRANCISCO
Member F. D. I. C.

All Over State?

Yes, sir, it is going to rain today—not only in San Francisco, but all over the State. The National Weather Bureau said last evening it was quite certain that all weather today and tomorrow would be like the one in the Sierra. Clouds and showers will be glad. There was a trace of rain in some areas last Wednesday morning, but the city has had nothing since. It is a relief, because the rains have been a cruel one the last 30 days.

DESIGN SUMMARY (32)—Africa: experts for legislators' district
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The screams of those trapped outside could be heard above the din as they were drowned out at intervals by the floor-piercing roar of the plane.

**rno's Wife
wks Divorce**

UNREGISTERED. COIN. HANDS 3 UP—
Mrs. Lorraine Arns of Salu-
villed parents in Superior Court
may waive a divorce from Peter
of New York, perhaps

the Montana House of Representatives. The bill was introduced in the House and referred to Agriculture Committee. The bill was reported out of committee on March 1, 1967. The bill was passed by the House on March 1, 1967. The bill was passed by the Senate on March 1, 1967. The bill was signed by the Governor on March 1, 1967.

Appreciably Found Living in Seattle
SEATTLE, March 3 (AP)—The first of the 100,000 people who are expected to leave the Soviet Union for the United States, according to the State Department, arrived in Seattle today. The group, which is being housed in the city's hotels, is being sent to the United States by the Soviet government. The group is being sent to the United States by the Soviet government. The group is being sent to the United States by the Soviet government.

[illegible]

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Some Other Classifications of Stories. It will be helpful to consider a few other classifications of stories.

Meetings and Interviews. The tasks of covering meetings and interviews are much alike. In the interview, the main points are usually what the interviewee says. The reporter may also give the circumstances of the interview, its setting, a characterization of the interviewee. In covering a speech the reporter has a similar task. If the meeting is something other than a speech or speeches, the reporter still looks for the most outstanding things that happen. These may be resolutions, elections of officers, plans; or, if the meeting is a program of entertainment, they may be the most striking numbers on the program, the general effect of the whole, its significance in the community, sometimes the reaction of the audience to it.

The reporter must remember, however, that unusual or unexpected events may occur, and that they may be the points he must play up. Reporting cannot be done by following rules. "What can I do to make this story of greatest possible interest to the reader?" is the question the reporter must ask himself with regard to every story he writes.

Big Stories. Some events are of such magnitude that the paper publishes several stories about them in one issue. See the examples from the *San Francisco Chronicle*, pages 40-43. Elections, disasters, sensational trials, conventions, athletic events, are examples. Several reporters are frequently assigned to cover one such event. In the case of a sensational criminal trial, for example, one reporter will cover the progress of the trial during the day; another will find various items of information of interest about the defendant and other principals; another may find interesting facts about technical aspects of the case; another may review similar cases in the past; a staff artist will make sketches of the defendant, attorneys, judge, and witnesses, and of court scenes while the trial is in progress. The staff photographer will take pictures; possibly a woman reporter will write impressionistic stories of the trial.

Sports. Sports writing is different from other reporting only in minor aspects. Points the reporter will emphasize are likely to be the scores or outcomes of contests, sensational plays, outstanding individual performances, unexpected reversals of form. The sports writer needs to know the fundamentals of the sport he is writing about, but need not be an expert.

Editors and publishers begrudge the great amount of space sports take in newspapers; yet they are compelled by popular demand to use this space. The newspapers publish columns of news of professional sports, giving free publicity to commercial enterprises that would die without it.

On large dailies the sports-staff editor and his assistants are relatively independent of the rest of the news department. His department may have a separate room from the rest of the staff.

Specialized Fields. Some brilliant men, after general reporting for several years, eventually become experts in certain fields such as politics, finance, society, criticism, and reviewing. This work offers some of the highest rewards, financial and otherwise, in the whole field of journalism. Some such men win national prominence.

Inference. A detective gathers a bit of evidence here, another bit there; by making comparisons, seeing things in relationship to other things, he is able to make comparatively sure, sometimes certain, of facts not apparent on the surface. This method of discovering facts is known as inference.

The skilled reporter uses inference to advantage. Let him beware of making mistakes; they are likely to be costly. Inference is a dangerous weapon in the hands of the unskilled; but many brilliant feats of reporting are achieved by men who know how to use inference with skill.

Getting the Interview. Getting an interview seldom involves unusual procedure, but in rare instances reporters may have to resort to bizarre methods. Frequently the interviewee does not wish to discuss the subject in which the reporter is most interested.

A reporter cannot hope always to get all of the information he wants. But he can always try, and if he does not succeed fully, he may still obtain a good story. Before going to the interviewee, he should know what questions to ask. He should be informed about the interviewee, exactly what his name is, his titles if any, and for what he is noted.

During the interview, the reporter should talk as little as possible; he should refrain from expressing his own opinions; he should interrupt the interviewee only when the latter digresses too far from the subject. Whether or not he should take notes is a matter he will have to decide on the spot. Many

persons will talk freely unless they see the reporter's pencil and paper. Others will want the reporter to make notes so that they will be sure to be quoted correctly. If the reporter wishes to make notes he may wait until the end of the interview. Notes are especially important when exact facts such as names, dates, and figures are concerned.

The reporter should not take more of the interviewee's time than necessary, unless the latter wishes to talk longer. In this case the reporter may gain additional valuable information and win the confidence and friendship of the interviewee.

If the interviewee volunteers information he does not wish published, the reporter must be wary; for he dare not bind himself to silence in matters that ought to be published. He must, however, keep his promises with utmost care.

Many interviewees are seeking publicity and the reporter must avoid making himself and his paper an instrument in their hands.

The reporter must have a good memory; and as soon as the interview is over he should seclude himself in some place where he can make as many notes as possible. If he waits even a half hour before doing this, much of the interview will be irretrievably lost from his memory.

SUGGESTIVE EXERCISES

1. Make a list of as many definitions of news as you can find in books and professional magazines, from newspapermen and other persons; then formulate your own definition.
2. Make a list of all the words of action in a half-dozen first paragraphs of news stories; then do the same for an equal amount of some other kind of writing, and compare the two lists. Do you conclude from this study that newspapermen stress action in their writing?
3. Find from your local newspaper editorial office what places the reporters there cover daily for news. Keep this list for your future use in this course.
4. Find, in several issues of your local newspaper, as many examples as you can of stories that came from various sources referred to in question 3.
5. As a practical exercise in accuracy, let all members of the class write a story of an event seen by all of them. It may be an ath-

- letic contest, assembly, or entertainment. Then let them compare the various stories in class, and discuss variations in them.
6. Let all members of the class make it a point during one school day to observe events at school closely, and make note of everything they see that they think will make interesting news in the school paper.
 7. Write, in simple language, an explanation of a report of some event, process, or body of knowledge with which you are familiar. Aim to make it understandable and interesting to a person not familiar with the technical terms ordinarily used in that field of knowledge.
 8. Find in one issue of a newspaper a half-dozen examples of stories of unexpected events, and a half-dozen of expected events.
 9. Find in a copy of a newspaper examples of advance and folo stories.
 10. Observe the advance and folo stories in a copy of your own school paper. Which ones, on the whole, seem to be better stories, and why?
 11. Follow for several days a big story, as it is covered in a newspaper; observe how the paper covers developments from day to day, and how it deals with various aspects of the event.
 12. Find examples of stories in specialized fields. Why do such stories freely use technical language? Make a list of the technical terms you find. Some of the fields are business, finance, sports, society; there are others.
 13. Find an example of an interview and note instances of the reporter's use of direct and indirect quotations of what the interviewee said, characterization and description of him, mention of the occasion for the interview, description of the setting of the interview.

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CHAPTER V

WRITING THE STORY

The Reader's Point of View. Although the modern newspaper contains a considerable variety of material besides news, such as cartoons, advertisements, editorials, comic strips, fiction, special articles on every conceivable subject, its prime function is the publication of news.

What does the newspaper reader want when he looks at his paper? He glances at the headlines, reads the first few lines or paragraphs of some stories, perhaps reads a few stories through, and then goes on to other parts of the paper. Possibly he spends fifteen or twenty minutes with the news section. Yet he probably gains a fair knowledge of the outstanding events of the day. He catches a fleeting impression of the most sensational and most important events. He takes it for granted that what he reads is true. Occasionally the newspapers make minor errors; typographical errors are all too common, but actual serious misstatements are rare.

Not only does the reader want the facts; he also wants them in the quickest possible time.

The Natural Way. What is the first thing you want to know about the football game you were not able to see? Which team won and what the score was. Suppose there has been an accident. Do you ask first how it happened, what all the details are? Probably not; your first concern is, Was anybody killed or injured? What was the damage?

If there has been a speech, you want to know first what the speaker's outstanding, most striking thoughts were. However, if there was some other sensational aspect of the meeting, such as a fire or riot, or if the speaker fainted, that would be the first object of your curiosity.

Now let us derive a rule from these examples: tell the facts in the order and manner in which the reader wants to receive them. That is the natural way to write a story because it satisfies the natural interest and curiosity of the reader.

Probably the most common fault of inexperienced reporters is that they start their stories with some inconsequential, commonplace, or trite idea or with an uninteresting or unimportant detail. Remember that you must have something interesting in the first five or six words. What does the cub reporter often say in these first words? Too often something like the following examples: —

On Tuesday, April 13, at 8:15 P.M. in the school auditorium there will be . . .

Some very interesting facts were brought out in an address by . . .

The History club held a meeting last Tuesday in room 122, at which time . . .

Last Thursday the basketball team journeyed to Smithville for their annual game with . . .

While riding home from school last Friday with his father, Johnnie Jones met with a painful injury when . . .

At their meeting last Wednesday, members of the Hi club heard some interesting facts about South America . . .

Are the first six words in any of the above examples interesting? No, of course not. What is wrong? They merely approach the event when they should tell what it is. The reader does not care to be told that some interesting facts were brought out; he wants to know what the facts were, then he will judge for himself whether or not they are interesting. If Johnnie Jones was injured, the reader wants to know first what the injury was and what condition the patient is in. The reader does not care whether or not the Hi club heard what its members regarded as interesting facts; he wants to know what the facts were. And of course he wants to know the outcome of the game. He is irritated by a reporter who uses a whole sentence to say merely that the club had a meeting.

Observe the following examples, taken from school newspapers.

The Gustafson-men are in! In their last but not least home game of the season, Berlin High's Mountaineers overwhelmed Edward Little High of Auburn, Maine, 7 to 1, last Saturday. This was the league clincher and eleventh straight win for the sensational Gustafson-men.

Behind Roger Rheame's five hit, fourteen whiff pitching, Berlin breezed in to an easy victory.

— *Tatler*, Berlin, New Hampshire

This lead tells the whole story except to say that it was a baseball game.

For the fourth consecutive year, Carrington high school debaters, under the coaching of F. R. Rogers, won the championship in the district tournament held in Carrington on April 23. The team received a trophy as an award. The question debated was, Resolved, That All Electric Utilities Should Be Governmentally Owned and Operated.

— *Sentinel*, Carrington, North Dakota

Some reporters might have featured the victory in this story, but the writer sensed the fact that "fourth consecutive annual victory" was a better feature.

The Freshman Training class, the committee for the point system, and the clean-up committee were the major topics discussed at the meeting of the Student Council Tuesday, September 28.

— *Cannon Report*, Kannapolis, North Carolina

Note how this lead summarizes the three matters under consideration at the meeting.

The re-establishment of the Kearny High School Student Council will be realized on Monday, November 29, when the elections for the council will be held.

— *Hi-Kearnian*, Kearny, New Jersey

This story tells in one sentence an important event in the school. The first word is unnecessary.

Be as sure as is humanly possible that you have the facts, that your story is absolutely accurate. Then tell it in such a way that the reader will find in the least possible time what happened. Look at the front page of a daily newspaper and you will see how the various stories illustrate this principle. Read the headline of a story and you will usually have a fair idea of what the event was. Read the first paragraph and you will have the essential facts of the story in a nutshell. Possibly the story is a column or more long. If you want to know further particulars of the event, read on and you will find the most outstanding of them in the paragraphs next following the first one. As you go through the story you will read other particulars, of less and less importance the further you read.

The First Words. The reporter knows that his story must compete with the other stories in the paper for the reader's attention. Hence he must strive to make his first words so attention-arresting that the reader, when he sees them, will be interested and will read on. The reporter will not write the headline for his story, but he will probably influence the writing of it, for the copyreader will write it from the first words in the story. The reporter must begin his story with the most vivid, dramatic, interesting words he can find. Once he has his story started right, he has solved half the problem of writing it.

In the case of each story you write you must think over the facts carefully and decide which one is the most striking. The cub reporter may begin a story as follows: —

Mr. and Mrs. John Jones and their daughter Mary took a drive in the country Friday evening and while on their way home, Mr. Jones, who was driving, suddenly saw a child in the middle of the road ahead of them. To avoid running over the child, Mr. Jones swerved the car off the road and ran into a telephone pole. The car was wrecked. Mr. Jones was killed instantly and Mrs. Jones died several hours later. Mary is critically injured but may recover. The Joneses lived at 724 Elm street.

The experienced reporter might start his story thus: —

Crashing his automobile into a telephone pole to avoid running down 2-year-old Ivan Smith, John Jones of 724 Elm street was killed Friday at 7:30 P.M.; Mrs. Jones was fatally injured, and their daughter Mary, 14, is critically injured. She was taken to Mercy hospital. Persons who saw the accident, which occurred two miles west of the city, said the Smith child ran into the middle of the road in front of the Jones car, and Jones swerved off the road to avoid striking it.

The cub might start a story of a football game: —

Marshall and Smith high schools played their annual football game at Highland park Saturday afternoon. Although it was a hard tussle, Marshall finally won out, due largely to the brilliant playing of Woods, Marshall captain and flashy backfield man. The final score was 13 to 7.

A veteran sports writer might start the story as follows: —

Slashing through the Smith defense for sensational gains and inspiring his teammates to desperate resistance when their goal

was threatened, Jerry Woods, ball carrier and captain of the Marshall high school gridiron squad, led the way to a 13 to 7 victory in the annual tussle between Marshall and Smith at Highland park Saturday.

See how the cub reporter wastes two or three lines before telling anything definite or significant. On the other hand, see how the experienced reporter packs action, drama, human interest, suspense, into the first words.

The opening paragraph of the story, and above all else the first few words, are the crux of the whole problem of news writing.

Style. Clearness, brevity, simplicity, conciseness — these are all good words with which to characterize the ideal style in news writing.

Ability to write with brevity, to say much in few words, requires practice and constant thought. Frequently a whole sentence can be cut to a phrase or a single word. Inexperienced writers often tell a great deal that the reader should be allowed to infer or take for granted. For instance, the young writer might begin his story: —

The French club held its regular monthly meeting Friday immediately after school in room 330. Officers were elected for the year. After nominations had been made, the following members were elected: Albert Whitson was elected president. Jane Bowers was chosen vice president, and Robert Black won out for the office of secretary-treasurer. Whitson is a senior. He is 17 years of age, etc.

An experienced staff member rewrites the first paragraph as follows: —

Albert Whitson, 17, senior, was elected president of the French club Friday. Other officers elected are Jane Bowers, 16, junior, vice president; and Robert Black, 17, junior, secretary-treasurer.

The first example contains 63 words, the latter 29, yet the latter actually gives more essential information. It is hardly necessary to tell in what room the meeting was held, and it is a waste of time and space to use a whole sentence merely to say there was a meeting. Furthermore, such a beginning as the cub

reporter used is not inviting to the reader, whereas the use of a fellow student's name at the beginning is likely to interest the reader and induce him to look further into the story.

No one ever becomes absolute master of the art of being brief. All writers must strive constantly to improve themselves in this respect. Each story involves problems peculiar to itself, and the reporter must apply himself to these problems. Gradually he learns various short cuts of expression. But brevity is not a matter of learning certain principles; it is an art, requiring constant adaptation to whatever the reporter is writing.

Brevity is important not only as an aid to the reader; it is also of supreme importance as a means of presenting as much news as possible in the space available. Often it is possible to cut a story in half without omitting any important facts, thus making room for another story that otherwise could not be published. Possibly it would not be exaggeration to say that a school newspaper that publishes 50 brief, well-condensed stories is twice as good as one that publishes only 25 long stories.

Make the Story Interesting. You have been told that in news writing it is absolutely essential that you be accurate as to facts. Does this injunction make it seem that there is no chance for you to use your imagination? Actually the good reporter uses his imagination constantly in writing his stories.

Use of Words of Action. Where there are events there is action. Make your writing give an impression of this action. News writing must be dynamic; it must make the reader *feel* the action. In the example a few pages back, such words as "crashing, killed, swerved, critically, slashing, desperate," give the reader this feeling of action, drama. Compare the following sentences: —

1. On the next play, Nelson took the ball, and running with great skill, carried it 30 yards, eluding many opponents by his great speed and his celerity at dodging, before he was finally tackled by Williams.

2. Smashing through tackle on the next play, Nelson electrified the crowd by a dazzling broken field run of 30 yards that put the ball within 10 yards of a touchdown. He straight armed two tacklers, broke away from another, and wiggled and squirmed his way past others before he was finally brought to earth by a desperate lunge by Williams.

Each example tells, in a fashion, what happened. Neither can be said to be inaccurate. The first is merely a cold statement of facts. The second not only tells the facts, but also gives the reader a stirring, dramatic picture of the event.

Avoidance of Passive Voice. Avoid using the passive voice, especially in stories of vivid action.

1. The deer was shot by Hank Weston and was then carried by him two miles back to camp.
2. Hank Weston shot the deer and carried it a weary two miles to camp.

The latter sentence is shorter, more vivid, more active.

Use of Specific, Concrete Words.

1. Speaking before a large audience of about 4000 persons who gave unmistakable evidence of their approval of his words, the candidate expressed in very strong terms his disapproval of charity as a means of relief from distress due to unemployment.
2. "Charity for these unfortunate people who ask nothing but a chance to earn an honest living is an outrageous disgrace," the candidate shouted, with clenched fists; and the audience of 4000 cheered and shouted in wild approval.

Why is the second of the above two examples better? Let us examine them. The first example uses the terms "about" and "large." Nobody knows how many persons are in a "large" crowd, or how many "about 4000" are. In the first sentence the audience "gave unmistakable evidence of its approval"; in the second it "cheered and shouted in wild approval." In the first, the speaker "expressed in very strong terms his disapproval of charity." In the second he said, "Charity . . . is an outrageous disgrace." And how much stronger is "very strong" than "strong"? Nobody knows. The reader of news wants exact facts; he doesn't know what you mean when you write "about 4000"; "very" has no specific meaning. Neither do such terms as "a great deal," "a lot," "to quite an extent," and the like. You must give specific information, or none.

To make your writing strong, you must use names of particular, material things. A "clenched fist" gives the reader a mental picture; a "very strong term" does not. "Ten thousand quarters of beef" is specific, definite, something you can sense

in your imagination; "a large quantity of provisions" is vague, uninspiring, flat.

Appropriateness to the Subject. If the event is humorous, write it humorously. If it is matter-of-fact, avoid trying to work "human interest" into the story. If it is pathetic, avoid mushy sentimentality; ordinarily the best way to use the appeal of pathos is to tell the story in as straightforward, simple a way as possible. You must write your story in a tone that is in keeping with the subject. Glance through any well-edited daily and you will find numerous examples of this principle. Fundamentally, it is nothing but common sense and good taste.

Sentences. Awkward and extremely long sentences are out of place in news writing. Sentence lengths vary greatly among literary writers, depending on their particular individual style. Although reporters avoid extremely long sentences, they otherwise pay little attention to sentence length as such, and concentrate on making the meaning clear.

To avoid monotony, the reporter needs to be careful to vary the structure of his sentences. Burdened as he is with problems of organizing his material and telling it simply, he is apt to fall into the habit of writing every sentence in the subject-predicate-object form. Consider the following story: —

Prospects for the basketball season this year are good for Blank high school. Smith, Jones and Robinson are the three letter men who will form the nucleus of the squad. Twenty ~~aspirants~~ aspirants are working each night to win places on the team.

Coach John Doe is drilling his men hard for the first game, which is with Blink high school here next week. Blink has a strong aggregation, it is reported. It has five letter men back from last year. The game will be a real test for the Blank men.

Center position will be hard to fill, the coach said. He expects to find someone, however, to fill the shoes of the brilliant "Tack" Brown, terror of opposing teams in past seasons. Brown was graduated last June.

This story would be greatly improved if the sentences were changed in form. It is not necessary, of course, to eliminate all simple subject-predicate-object sentences. Probably there are more sentences of this form than of any other. In the following example the story is changed little, yet you will see that it is more readable.

With three letter men back, Blank high school's prospects for the coming basketball season are good. Eyeing two vacancies created by graduation last June, 20 men are fighting hard for places on the first squad. Smith, Jones and Robinson are the three regulars from last year's team.

In preparation for the crucial first game of the season next week, Coach John Doe is drilling his men hard each night. Blink high school, next week's opponent, is expected to be strong, with five of last year's first-string squad in the lineup.

Although finding a man to fill the shoes of the brilliant "Tack" Brown, last year's center, will be no easy task, Coach Doe hopes to find a potential center out of his green material. Brown was graduated last June.

Clear Thinking. At the basis of all good writing is, first and foremost always, *clear thinking*. To know just what you want to say — that is the all-important fundamental. And you cannot know what you want to say until you have thought about it, turned it over in your mind, seen it in your mind from different angles. A fact too little appreciated or understood is that the cause of most poor writing is hazy, slipshod, careless, confused thinking.

For reference, the commonest types of sentence beginnings are listed here with examples. They are especially important in the writing of the lead.

Clauses. A clause is a division of a sentence containing a subject and a predicate. The following sentence contains two clauses: —

Silver prices continued to soar today in all markets as traders awaited further advances by the United States treasury.

The first clause is, "Silver prices continued to soar today in all markets." As it is capable of standing alone as a complete sentence, it is an independent clause. The second clause is, "As traders awaited further advances by the United States treasury." It has a subject, "traders," and a predicate, "awaited"; but as it is not a complete sentence, it is a dependent clause.

The principal clauses are the substantive clause, conditional clause, causal clause, concessive clause, purpose clause, and temporal clause.

Substantive Clause. A substantive is a word or group of words in the nature of or used as a noun. The following example shows a substantive clause which is the subject of a sentence: —

Whether or not the sales tax applies to purchases of less than 50 cents will be argued today before Judge John Doe.

Frequently the substantive clause begins with *that*, as in this example: —

That the person who left his automobile parked in front of a fire hydrant on North Ninth street Sunday night will have a great deal of explaining to do to the police judge was the declaration of Henry C. Jones, fire chief, today.

Use of the substantive clause to begin stories of questions or problems to be dealt with is relatively common.

Conditional Clause. A conditional clause is one that makes a provisional statement. It contains an *if*, a *provided that*, or similar expression. It is a valuable construction in featuring the possible outcomes of impending events. Frequently it is used with good effect in humorous stories; and it can be employed to heighten the effect of tragedy or pathos. Examples of its uses are as follows: —

If Smith high school's football team is to hold any chance of winning the conference championship, it must beat its two strongest and bitterest rivals on successive week-ends, when it meets the strong Cougars Saturday and the Bearcats a week later.

If A. Z. Perkins had smiled when he said "You're a liar" to Henry Wilkins, he would not be carrying two shiny black eyes, Wilkins told Justice of the Peace Smith today.

Causal Clause. As its name indicates, the causal clause gives the explanation or cause of an action or event. It is a convenient form for starting a story featuring the "why." Frequently it starts with *because* or *since*.

Since Washington's birthday comes on Sunday this year, students of Blank high school are bemoaning the fact they will have no holiday.

Because he had once watched an old prospector pan for gold, Bobby Albertson knew how to find out whether or not the yellow substance he noticed in a creek bottom in the Bearclaw

mountains where he has been vacationing was the precious metal; as a result a small gold rush into the region has started.

Purpose Clause. News leads sometimes begin with a purpose clause, when the purpose of the event is the feature. Although the purpose is usually expressed more briefly with an infinitive phrase, there are instances when the reporter will find it to his advantage to use the purpose clause. It begins with *that*, *so that*, *in order that*, or a similar expression.

So that construction of the new highway between Jordan City and Highlands may be completed this season, additional men and equipment will be employed beginning Monday, announced engineers in charge, today.

That a permanent record of the events leading to completion of its new high school building may be easily remembered by the coming generation, an outline of the main events, engraved in bronze, will be fixed on the building near the main entrance, it was decided by the school board Monday night.

Temporal Clause. This clause is so named because it refers to the time element in the sentence.

When Wilbur Jones carried the ball to three touchdowns in the Parkins college-Staters game here yesterday, he established his right to the title of highest scorer in the conference this season, the records show.

While life-termer "Shifty" Kelley was laying elaborate plans for escape from the state prison here during the past five months, guards, suspecting his scheme, made preparations for it, so that Kelley walked into a trap just as he thought he was free, last night.

Concessive Clause. Starting with *though* or *although*, the concessive clause tends to arouse the reader's interest because it implies uncertainty, conflict, or some sort of "give and take" situation.

Although there are already seven ways by which farmers may get into debt to the government, and Congress is inventing an eighth, more than half of America's farmers — after five years of drouth, dust storms and depression — don't owe a penny on their farms.

Although the Broadmoor telegraphing trapshooting tournament schedule has been completed, 6 out of the 10 clubs will be in action this Sunday to shoot off ties entered into last week.

Phrases. A phrase is a group of related words not containing a subject and predicate.

Infinitive Phrase. The infinitive is one of the most useful of all kinds of sentence beginnings. It is good to express the purposive feature; it frequently expresses vivid drama; it makes for economy of words.

To protect Middle West farm lands from further destructive erosion, the federal government is planning a comprehensive and far-reaching program of reforestation.

To stumble over two hurdles, and fall flat on the track, and still win first place was the sensational achievement of Glenn Hardin in the 400-meter hurdle race at the Pennsylvania relays here Friday.

Participial Phrase. A participle is a word that shares the nature of a verb and an adjective; it modifies a noun, but also retains tense and the power to govern an object or other complement. In using the participial phrase to start his sentence, the writer must be careful to have it modify the subject. Otherwise he will have a so-called dangling participle. The following example is correct: —

Going up the steep mountain trail, we were obstructed by a huge boulder that had rolled across the path.

Here the word “going” modifies “we.” The careless or unskilled writer might say: —

Going up the steep mountain trail, a huge boulder which had rolled across the path obstructed us.

Here the word “going” modifies “boulder,” and the sentence sounds as though the boulder were going up the trail.

The participial phrase is especially effective in expressing the method or manner in which the event was brought to pass.

Crashing like a steam roller through the Wildcats’ line, the Hamilton college football team scored six touchdowns for an overwhelming victory in the annual clash of the two rival teams here Saturday.

Expressing the opinion that the city can obtain money at considerably less than 6 per cent, Mayor Kresse has requested City Attorney E. C. Smith to formulate plans for a refunding bond issue of \$2000 at 3½ per cent, proceeds of which will be

used to pay off in June street-improvement 6 per cent bonds to a like amount.

Prepositional Phrase. The prepositional phrase is a convenient form for featuring methods by which events are accomplished, or their motives or causes.

With only a broken oar by which to control his small boat, Harry E. Paul bobbed perilously over the waves at Jones lake for two hours Sunday before finally bringing his craft safely to shore.

Under provisions of a bill introduced in the lower house of the legislature here Tuesday, license fees for barbershops will be doubled.

Other Sentence Structures. The English language is capable of almost infinite variations in sentence forms. It is possible to have adjectives come before or after the nouns they modify, to use the ellipsis or to begin a sentence with the object, as: —

Them who labor now the master will reward.

The Absolute. An absolute is a phrase standing outside the usual relations of syntax. It consists of a noun and either an adjective or a participle. Some grammarians do not recognize the absolute as strictly correct in English, but it is used by newspaper writers with good effect in packing action, drama, and vividness into a few words.

Their faces set in grim determination, four deputies started for the rugged Black mountains Saturday to round up cattle rustlers who have been molesting ranchers since last fall.

Weary and grimy with smoke and soot, fire fighters continued through the night their struggle to control a fire that threatens to destroy valuable stands of timber in the Pelican lake region.

Predicate Beginning. The predicate beginning is rare, but it has its uses.

Fight to the finish he would, although his strength was exhausted.

The Question. There is a tradition in newspaper offices that it is better to tell than to ask, in news writing. Nevertheless, the reporter occasionally finds a chance to use a question effectively, sometimes even as the lead.

What would you do if you were alone and lost in a mountain blizzard, without food or shelter? That is the situation in which Jack Robbins found himself last week; but he is alive and well today, and told his story upon his arrival here last night.

How can the high school library continue to serve its students adequately after fire has destroyed its quarters, records, files, and a third of its books? This question will have to be solved in some way or other, announced members of the library staff today.

Informal Constructions. Sometimes an ingenious reporter adds interest to his story by odd or freakish treatment of it, especially in the lead. Sometimes he resorts to types of writing common enough ordinarily, but unusual in news.

Verse. Poetry or rhymes are hardly appropriate in news stories that deal with comparatively drab events or tragedy. In some kinds of stories, however, they give a real flavor to the event. For instance, a story of a football game in which the feature was the astonishing ball-carrying prowess of a famous player of some years ago began as follows: —

You may bait your trap for the stalwart bear,
Or conquer the lion's might;
But who can capture the rocket's flare
Or the will-o'-the-wisp at night?
For a flicker here and a glimmer there
And a flash like the break of dawn
A sudden start, then a twist and a dart
And the will-o'-the-wisp is gone!

This is unconventional writing, but it caught the reader's eye. A student reporter for a high school paper in the West, writing about the danger of infection with spotted fever from sagebrush ticks, started the story as follows: —

Beware the low life ticks, my son,
That claw and tear and bite and scratch;
Beware the pests, give them the run,
Avoid their parasitic snatch!

Startling Statement. Frequently a short sentence, giving the gist of an event or an odd sidelight on it, makes an excellent lead; and sometimes it is effective in other parts of the story.

The demons will get you if you don't watch out! (So starts a story of an interview with the head of a high school English department on the so-called demons of English composition.)

Havana, that's a fine stick of licorice you sent us. (Thus Damon Runyan, sports writer, began a story of a negro prize fighter who had come to New York from Cuba.)

Traditional dying words of famous men are 90 per cent fiction. (Thus begins a story of an address by a historian.)

Suspense. As has been pointed out, the news story ordinarily does not use suspense, because the reader does not want to be held in suspense; rather, he wants to know at once what happened. However, there are stories that the reporter knows he can make more interesting by creation of suspense. He must be skillful, however, or he will defeat his purpose.

Jack S. Hansen is in New York, all right, but he doesn't know how he got there, and it will be an interesting story to him when he finds out all about it. He stopped at a police station last night, greatly mystified as to his whereabouts, and a long chain of investigation had to be worked out before the police were able to piece together the unusual chain of circumstances.

First there was the farewell little drink or two with his pals before he left his home in Cleveland, bound, as he thought, for a short vacation in the Maine woods. Then came the two friendly strangers at the railway station, and another drink or two.

The rest of the story, of course, clears up the mystery.

Box Outline Summary. Sometimes the salient facts of a big story are shown to advantage under the headline, in an outline form, boxed — that is, with lines around them. This outline, or summary, is used frequently to list the killed or injured in accidents; the main events in a day's program for a convention, carnival, or similar event; the main points brought out in an important address, such as the President's message to Congress; terms of treaties, and the like.

DENVER WINS A. A. U. CROWN

DENVER, March 20 (AP) — The Denver Safeways, the “team that beat the jinx,” won the National

The official All-American selections:

FIRST TEAM

FORWARD—Jack McCracken, Safeway Stores.

FORWARD—Jack Ozburn, Santa Fe Trails.

CENTER—Bob Gruenig, Safeway Stores.

GUARD—Jack Colvin, Safeway Stores.

GUARD—J. Wallenstrom, Phillips 66.

SECOND TEAM

FORWARD—Bud Browning, Phillips 66.

FORWARD—Charles Hyatt, Phillips 66.

CENTER—Frank Lubin, Laemmle Stars.

GUARD—Jack Ragland, Phillips 66.

GUARD—Herman Fischer, Santa Fe Trails.

A. A. U. basketball championship tonight by defeating the Phillips Oilers of Bartlesville, Okla., 43-38, before 6500 joy-crazed fans.

This summary is cleverly placed in the middle of a sentence so that the reader cannot help seeing it and also the remainder of the story under it.

Quotation Marks. Occasionally the reporter gives variety to his stories by starting with a quotation of the most significant or interesting statement a speaker or interviewee made. Quotation marks suggest the personal element to the reader; but they must be supported by interesting material in the quotation. In the body of the interview or speech report it is better to use some direct quotations and some indirect quotations for variety.

Later Developments. When a story extends over several days' time, with new developments from day to day, the lead paragraph should include facts of the new development with sufficient explanatory material so that anyone reading the story without being familiar with its previous developments will be able to understand what it is about. The following examples will help to make this point clear: —

(Incorrect) Funeral services for Mr. and Mrs. Louis Schwartz and Lieut. James L. Williams were held here this morning.

(Correct) Funeral services for Mr. and Mrs. Louis Schwartz and Lieut. James L. Williams, killed in an airplane crash near here Friday, were held here this morning.

(Incorrect) John Doe was not the author of ransom notes written in connection with the kidnapping of Henry Roe last April, declared expert defense witnesses in the district court here this morning.

(Correct) John Doe was not the author of the ransom notes written in connection with the kidnapping of Henry Roe last April, declared expert defense witnesses in the district court here today, where Doe is in the tenth day of his trial on a charge of kidnapping. The testimony contradicted that of prosecution witnesses last week, who positively identified Doe's handwriting as being that of the ransom notes.

The last lead is considerably longer, but this is as it should be, to make the whole story clear to the reader who had not been following it from day to day.

Other Suggestions for Lead Paragraphs. How the reporter will start his story effectively is dependent on his originality and imagination. It is a different problem with each story. Once a high school reporter, writing on the Christmas customs of different nations, started the story thus: —

Viene la navidad. Or, in other words, *la fête de Noël* will be here soon. To put it plain, Christmas is coming.

Following this start, the story went on to describe Christmas customs in other countries.

Hundreds of news stories begin with variants of common phrases, well-known quotations, moralisms, and the like. Familiar rhymes sometimes give the reporter material for a catchy beginning. Even classical allusions are used by reporters alert to the possibility of finding novel beginnings for their stories. Probably hundreds of stories have used Diogenes and his vain search for an honest man as a feature for a story of some unusual display of honesty. One's ability to make classical allusions depends on his familiarity with the classics, of course; but any student has had some contact with them, and can well afford to use his knowledge in his writing.

Some Precautions. Seldom is it safe to say that any certain practice is altogether bad in news writing. Exceptional circumstances may justify practices ordinarily not recommended. For instance, it is desirable to avoid using the words *a*, *an*, and *the* at the beginning of a story. The very first word in a story makes a definite impression on the reader's mind, and certainly the three little adjectives *a*, *an*, and *the* do not look interesting. Yet there may be occasions when it is difficult to start the story in any other way.

Seldom does a story begin with the time the event happened or is to happen. Student reporters frequently tend to start with such types of sentence constructions as the following: —

Tonight at 8 o'clock the annual basketball game between Lincoln and Washington high schools will be played.

This example violates an important principle — that the first five words of the story must be significant.

Likewise, it is seldom that a story should begin by telling where the event is to be.

In the gymnasium at Washington school, the annual basketball game between Washington and Lincoln high schools will be played.

What the reporter should do is seek for some dramatic aspect of the game as the opening of the story.

Such phrases as *at a meeting of the French club*, *for the purpose of*, *in order to*, *according to*, and the like are usually undesirable at the beginning of the story.

It is an invariable rule in most newspaper offices that a sentence must start with a capital letter. Therefore, if the reporter must use a number or figure at the start of the story, or of any sentence, he must spell it out. Do not start, "125 men were thrown out of employment"; but, "A hundred and twenty-five men were thrown out of employment."

Such story beginnings as *preparations for*, *plans for*, and the like are generally to be avoided. The story should begin rather with specific statements of what the preparations are. It is a fundamental rule that the news story should *tell the event*, not tell *about* the event.

Thinking about the Story. Reporters must be economical with their time. Suppose you have got the facts of a story, and that you have three blocks to walk back to the office. You should think about the story as you walk the three blocks. Then when you have arrived at your typewriter, all you have to do is start writing. You have saved time, your most precious asset.

Each story should be an individual product. This means that the reporter must *think* about every story before he writes it. He must study the story, play over the facts in his mind, give them his whole attention until he is sure he sees in his mind all of their interesting possibilities and the best way to tell them. He must do this with each individual story he writes. The person who likes to carry on a conversation while he works, or listen to a radio, or dream aimlessly, will never succeed as a reporter.

Using Imagination. What was said in the last paragraph proves that the reporter must use his imagination. He must picture the event in his mind; he uses words and phrases which he draws from his imagination. He gives an individuality to the tone and manner of telling the story. Haven't you known persons who were utterly uninteresting and tiresome whenever they started to tell a story? And haven't you also known persons who could make their stories intensely interesting? The difference is not that the first is telling facts, the second something other than facts. Rather, it is in the *manner of telling*. The imaginative, creative person understands the interesting phases of events, knows what facts to make perfectly clear and what to leave to the reader's or hearer's imagination, how to make picturesque phrases, how to draw into his story allusions from outside sources.

Consider the following examples: —

* Grant high school's football team will play Washington high school here Saturday afternoon in the final game of the season, to decide the district championship. The teams are bitter rivals, and a hard and desperate battle is expected, with enthusiastic supporters of both schools out to cheer for their respective teams. Grant is thought to have a slight advantage, on the basis of comparative scores during the season, but it is well known that upsets are frequent in contests between these two rivals.

Climaxing a brilliant season and a long tradition of bitter ri-

valry, Grant and Washington high schools will fight it out for the district football championship here Saturday in what is expected to be a desperate battle. It is expected that the stands will be filled with excited rooters for both schools. Dopesters give Grant the edge, but loyal Washington fans point out that upsets have been more or less the rule in previous battles between the two rivals.

The second example makes more interesting reading than the first, because it is written more imaginatively, yet as accurately.

A football team from a small school journeys to a large city near by and defeats the team of the large Franklin school. A reporter begins his story of the game as follows: —

David slew Goliath on Franklin's football field Saturday.

This sentence tells the story in eight words, by the use of simple figurative language.

Literary Devices. When a person writes imaginatively, he expresses himself in terms other than simple, direct speech. Students of writing have learned through centuries of observation that certain of these terms or methods of expression can be classified into types. Some of these types of expression are referred to as literary devices. The term *literary devices* does not necessarily refer to what is understood as literature, in the narrow sense. Literary devices are used by all persons in their speaking and writing; and the effectiveness and power of one's speaking and writing are measured partly by the skill with which he uses them. Following are descriptions of some of the more common literary devices, with examples. It will be to your advantage to familiarize yourself with them.

Figures of Speech. In the example "David slew Goliath on Franklin's football field Saturday," the writer knew the reader would understand at once that the football team of Franklin, a large school, had suffered a defeat on its own field at the hands of an opponent from a smaller school. He did not have to fear that the reader would take his words literally.

In the *simile* the writer compares one thing with another by means of the word *like* or *as*: —

Like a diamond in the sky.

In the *metaphor* the writer dispenses with the word *like* or *as*, and merely calls one thing something else. The David-Goliath sentence is an example. There are innumerable instances of use of the metaphor in literature: —

Life's but a walking shadow . . .

The lovely stars, the forget-me-nots of the angels . . .

Shakespeare calls the trees, denuded by winter, "bare ruin'd choirs, where late the sweet birds sang."

Many figures of speech are modifications of the metaphor. *Personification* ascribes human characteristics to inanimate things: —

The valleys stand so thick with corn that they laugh and sing.

The *apostrophe* is an address to an inanimate thing, as though it had human understanding: —

O thou sublime, sweet evening star, joyful I greet thee from afar.

Hyperbole is great exaggeration readily understood as such by the reader: —

We walked a million miles that day.

There are a million cats in our back yard.

Only a person specializing in the study of rhetoric would be interested in the several dozen less common varieties of the metaphor and other figures of speech.

It is ordinarily not the best practice to invent deliberately a figure of speech. The result is usually obviously artificial. If a reporter is familiar with the more common types of figures of speech he will occasionally use them naturally; in such cases they are effective.

Dramatization. The writer may merely describe an event or he may picture it as happening, with the characters acting and talking. The latter method is dramatization. It gives an impression of action. It makes the reader see the event in his imagination. It is particularly effective in stories that appeal to the emotions and the sense of the dramatic. It heightens the effect of struggle — the humor, pathos, sympathy.

Journalistic Terms. There are certain words used with special meaning in connection with the writing of news stories.

These words can be of great help to you and you should become thoroughly familiar with them.

Lead. Since it is usually necessary for the reporter to give the reader the most important and most striking facts of an event at the very start of the story, this start — usually the first paragraph or, in the case of big stories, the first several paragraphs — is of the greatest importance and is singled out for special study and care in writing. It is commonly called the *lead* (pronounced *leed*).

Feature. In writing a story the reporter studies the event carefully and decides what is its most striking phase, the phase most likely to catch the reader's eye; then he starts his first sentence with it. This most striking phase of the event is called the *feature* of the story.

Note carefully that the feature of the story is not the event itself, but only the most outstanding phase of it. It is the phase most likely to attract the reader and arouse his curiosity.

The 5 W's. Often beginning reporters, in their efforts to present all of the essential facts about an event in the first paragraph, overlook an important part. For instance, they may forget to tell when the event occurred, or where it occurred. These are vitally important matters.

If you will make sure you have told what the event was, where it happened, when it happened, who was involved in it, and why it happened, you may know that your lead contains all of the essential facts. These are the so-called 5 w's. Some stories require only four of the w's, the *who, when, what, and where*; and some of them require all five. A sixth word, *how*, is sometimes added. But for some reason, the term "5 w's" has come to be the accepted one. Kipling's well-known rhyme expresses the use of the 5 w's. Describing his success in learning to write news, he said: —

X I had six honest serving men;
They taught me all I knew.
Their names were What and Where and When
And How and Why and Who.

Experienced reporters probably seldom think of these "six honest serving men," for they have written so many stories that the 5 w's are second nature to them. But in learning to write news, you should pay serious respect to the 5 w's. You will perceive that the feature of the story is one of, or part of one of,

the 5 *w*'s. The rule in writing the news story in the conventional form is to start with the feature and then give the remainder of the 5 *w*'s in the order of their reader interest. Note the following examples of this rule: —

New York, Sept. 29 — (AP) — A mystery woman witness entered the Lindbergh kidnapping investigation tonight with the disclosure by District Attorney Samuel J. Foley that she had given him "very important" information in the case of Bruno Richard Hauptmann, accused of extorting the \$50,000 ransom.

The reporter could have begun his story in a number of different ways. He could have started: "District Attorney Samuel J. Foley disclosed tonight that a mystery woman has entered the Lindbergh kidnapping," etc. He could have begun: "In the case of Bruno Richard Hauptmann, accused of extorting the \$50,000 ransom in the Lindbergh kidnapping case," etc. Again, he could have said: "Tonight in the Lindbergh kidnapping case, in which Bruno Richard Hauptmann is accused," etc. But of all the possible beginnings to this story, the reporter evidently believed that the start, "A mystery woman witness entered," was the most likely way to attract reader interest.

Richmond, Va., Sept. 29 — (AP) — Shooting their way to freedom in a sensational escape from jail, two notorious gangsters under sentence of death for murder today wounded three officers and tonight were sought over a widespread area.

Here, the reporter might have said: "Two notorious gangsters under sentence of death today shot their way to freedom," etc. Or, "Three officers were wounded today by two notorious gangsters under sentence of death, who shot their way," etc. Another way to start would be: "Under sentence of death, two notorious gangsters shot their way to freedom," etc. The reporter evidently felt that the most striking words he could use were, "Shooting their way to freedom."

The West's largest agricultural show of the year, the 24th annual Pacific Livestock exhibition, will open at the North Portland pavilion at 9 A.M. next Saturday. From that hour on, for eight days, there will be lavish exhibits of thoroughbred horses, cattle, poultry, and the whole range of agricultural achievements for which men and women have been preparing for the last year. — *Portland Oregonian*

Here the reporter might have begun his story: "Starting next Saturday at 9 A.M., there will be lavish exhibits of thoroughbred horses, cattle, poultry, and the whole range of agricultural achievements for which men and women have been preparing for the last year, in the opening of the West's largest," etc. He might have written: "The 24th annual Pacific Livestock exhibition, the West's largest agricultural show of the year, will open," etc. Another possible beginning would be: "The whole range of agricultural exhibits," etc. But the reporter felt that the phrase, "The West's largest agricultural show," was the most attractive opening for his story.

It is comparatively easy to take leads of news stories that have already been written and change them to note the effect. Writing the story in the first place is more difficult, for here the reporter must first decide what to say in the lead, then arrange the material in the most effective way. He must think about the story until he is sure he senses what its most striking characteristic is, then find the most active, compelling words possible for telling the event. It is especially important that the writer sense the full significance of the event. A student reporter might say, "Enrollment in Garfield university passed the 2400 point this semester, announced Miss Alice Jones, registrar, today." Worse, he might even begin, "Miss Alice Jones, registrar, said today that enrollment in Garfield high school has passed the 2400 mark."

A more experienced reporter will wonder how this figure compares with enrollment records. He may discover that it is greater than it was last year, or greater than the enrollment of any previous year by 100. This fact changes the whole aspect of the case. Now a good lead might be: "Breaking all previous records by more than 100, enrollment in Garfield university has passed the 2400 mark, announced Miss Alice Jones, registrar, today." Another possibility would be to write: "Garfield university is brimming over with more students than ever crowded its portals before, facts given out by Miss Alice Jones, registrar, show." Better still would be the feature: "Brimming over with 100 more students than ever crowded its halls before, Garfield university now has an enrollment of 2400 students, announced Miss Alice Jones, registrar, today."

A careless or untrained reporter might begin a story of a

track meet by merely writing: "Garfield university's track stars won the annual district meet Saturday here by annexing 49 points. Washington was second with 38, and Roosevelt third with 19." Thinking over the event, the reporter might then change the lead to start: "Breaking two state records, Garfield university's track stars captured first place in the annual district track meet here Saturday by annexing 49 points," etc.

Everywhere there are events that have significance not apparent on the surface. Every day there are events that have interesting, curious, pathetic, humorous characteristics that the reporter without imagination will fail to perceive. Constantly the alert reporter must be on the lookout for these under-the-surface significances. Four university students, home for spring vacation, decided to fly back to the school, 300 miles distant, on Monday morning when the school opened after vacation; bad weather threatened to interfere with their plans. However, they made their trip successfully. A reporter might have said, "Four university students, home for spring vacation, returned to school by plane Monday morning." Another reporter, thinking of the risk the students took of being reported absent from their classes on opening day of the spring term, wrote, "Four local university students tossed uneasily on their pillows Sunday night, as the weather man gave faint hope that they would be able to fly the 300 miles back to their classes Monday morning. Desiring to squeeze the last possible minute's time out of their spring vacation, they decided to attempt the flight rather than take the train Sunday morning."

Blasting Thomas Jefferson out of the way in a fight for the city championship, John Marshall's baseball team, all of which was represented on either the first or second *News Leader* all-city selection, went wild at the City Stadium Tuesday and pounded out seventeen hits to smash the Jeffs, 17 to 6.

— *Monocle*, Richmond, Virginia

Mr. Nevin E. Wasson, director of the East High band and orchestra since 1933, will leave for Kansas City at the beginning of the Christmas holidays where he will take over similar duties at Northeast High school.

— *East High Scroll*, Des Moines, Iowa

This lead starts with vivid words of action and tells the story concisely.

A simple statement of the event, containing all essential information.

The league-leading Montgomery Bell Maroons clinched their play-off berth atop the Nashville Interscholastic League last Friday afternoon at the expense of West High when they crushed the new school, 34 to 0, on the M. B. A. field.

— *West Wind*, Nashville, Tennessee

Blessed with two days of ideal Indian-summer weather, Campion played host to 2000 friends and visitors over the weekend of Oct. 30 on the occasion of a double celebration, the Feast of Christ the King and the dedication of its new Joyce Kilmer Memorial Library.

— *Campionette*, Prairie du Chien, Wisconsin

One of the commonest faults of high school sports reporters is that they fail to tell in the lead what kind of game they are reporting. Otherwise this lead is satisfactory.

Weather provides a good feature for this adequate lead.

Marian Stewart, a junior and Tuscaloosa High School's representative in the Birmingham Age-Herald oratorical contest, won the county contest on Friday, March 11. She delivered her speech in the County High School auditorium in competition with the representatives from the County High and Holt. The judges' decision was unanimously in her favor.

— *Hi-Life*, Tuscaloosa, Alabama

"Two by two — they go marching by — ." No, it isn't the sweethearts' parade or Noah preparing for another great flood. It is the grand procession which will be the featured number of annual BHS pep rally to be held at the Jefferson Theater Nov. 18. This year's program is under the direction of Miss Winifred Turner and Mrs. Aaron Littmann.

— *News*, Beaumont, Texas

Names of popular or well-known persons are more often than anything else the best words to use at the beginning of a story.

Quotation marks, facetiousness, words that arouse the reader's curiosity, are good in this lead; yet the reporter must always be careful not to wander away from the facts.

Date Line. Stories that come to the newspaper office from distant points usually begin with the name of the city where the event occurred and sometimes with the date. This part of the story is called the date line. Often it constitutes the "where" of the lead, sometimes also the "when." Most school papers do not use the date line except possibly in the exchanges.

Source. In most stories, especially those that deal with controversial matters, it is of greatest importance for the reporter to make it clear from whom he obtained the information. Glance through the first paragraphs of two dozen news stories of a daily newspaper and, if possible, find the source in each.

Thus we may say that a news story usually contains the following essentials: date line (if the story is not local); the feature at the beginning of the story to attract attention of readers; and the remainder of the 5 *w*'s, including the source.

Examine the stories and leads given as examples in this chapter to see how well the reporters observed these principles of news writing. Probably student reporters neglect the source more than any other essential element.

Tadpole, and the Rule of the Cut-off. An English critic once compared the American news story to a tadpole. What he had in mind was the fact that the first part of the story gives all of the important facts, and that as you read farther and farther down into the story you come to progressively less and less important facts.

This is a good comparison. The front part of the tadpole is head and body all at once; the rest of him is merely the tail, tapering down to a point. You have already been informed that the chief reason for this form is to give the reader the main facts as quickly and as much to his convenience as possible; and then whatever details he wants, in the order of their significance.

There is another reason why this form of the news story is convenient. The size of a page is fixed. There is room for just so much material, no more, no less. Type is made of metal and naturally it cannot be stretched larger or squeezed smaller. Therefore the material must fit the space exactly. Now the man who puts the material together to make up the page is always finding his columns too short or too long. Hence he must either add another story to fill out the columns to full length, or he must take out a story or part of a story to shorten the column. As a matter of fact, he is constantly having to take out parts of stories. Now you know what would happen if you were to omit the last paragraph of a short story, essay, or poem. It would be ruined. News stories must be written so that the last paragraph, last two paragraphs, or any number of paragraphs save the first, can be omitted without ruining the story — that is, without omitting any essential facts.

Stories written in this style are said to be written in accordance with the rule of the cut-off; which means, simply, that paragraphs can be cut off the end of the story without damaging it. Occasionally there are stories that it is almost impossible to write in this manner, but they are decidedly the exception.

Mr. Hansen Tests Students in Ability to Rule Themselves

By instituting student government in all his classes, Mr. E. C. Hansen, commercial law teacher, is testing his students to see if they can govern themselves in an efficient manner. If the experiment is successful, the results will be brought to the attention of Principal G. A. Beers.

Every week a different committee of four will direct the classwork in

a democratic fashion. Each committee, forming its own plans, will take charge of instruction and attendance, note the attitude of students, and maintain order. At the end of the week the committee will submit a report, including the foregoing items, to Mr. Hansen, who will discuss the results with Mr. Beers.

Indications of the success of the experiment took place last week, when classwork was carried on most successfully under the guidance of the committees during the absence of Mr. Hansen, who was ill.

— *Marshall News*, Chicago

This short story exemplifies very well the rule of the cut-off. The last part could be eliminated without destroying the story's unity.

English Club Masque Ball

Will Attract Students Tonight in
Spaulding Auditorium— First
Boy-Dates-Girl Event of the
Season.

PRIZE TO BE AWARDED
FOR BEST MASQUERADE

Lilting, foot-tingling swing music will draw romantic couples to the waxed floor of the Spaulding Auditorium tonight in the year's first social event — the great Masque Ball of the English Club.

"Tonight at 8? You bet I'd like to go!" every dance-loving Juliet with heart aflutter, is telling the bashful would-be "beau" who is calling her for a "date" — or writing her a note in study hall.

"We must wear costumes? Then

I'll come dressed as Cinderella," one girl's note replied.

"A masquerade? I'll surely look like the Devil if I wear father's old red flannels," a teacher read in the note of one boy, which was picked up in a desk in room B.

"Play dominoes at the dance?" asked one "Dumb Dora" in a note to the boy across the aisle who had asked her to accept him as an escort. "No, you're supposed to wear a domino mask, silly," the disgruntled Romeo replied.

The price is only 25 cents each for girls and 35 cents for boys. It is urged by the committee that as many as can do so come as couples, but all are invited. Music will be by the Collegians eight-piece dance orchestra. A grand march and unmasking will take place at 11 o'clock and refreshments will be served. There is also to be a prize for the best costume of the evening. The committee in charge of the dance is: Elizabeth Bell, '38, president of the English Club, Geraldine Bixby, '39, Mae Chamberlin, '38, James Dever, '38, Gordon McKernan, '38, Frederick Ralph, '38.

— *Sentinel*, Barre, Vermont

It is easy to see that the last part of this story could be cut off without spoiling the whole.

Summarizing Lead. You have seen that generally the news story begins with the feature and continues with the remainder of the 5 *w*'s in the order of their power to command reader interest. This kind of beginning is called the *summarizing lead* because it summarizes all of the essential facts of the story.

Informal Lead. Some stories do not have the summarizing lead. It is important to keep in mind that although the summarizing lead is generally the best way to hold the reader's interest, it is by no means the best way in all cases. Consider the following examples: —

A victim of circumstances, Dick Graves, '29, evaded arrest recently by the barest coincidence. While taking the air along Main street the other afternoon in his radio-equipped midget automobile, a local newspaper's news broadcast went on the air, after being introduced by the usual shrieking siren.

Dick drove unconcernedly down the street with the siren effect at full volume in his ear. However, the none too dulcet tones of the siren, even when issuing from a loud-speaker, have annoying evils, and pedestrians and drivers alike paused to adjourn to the curb.

On the spur of the moment Dick decided to take advantage of the sound effects. That, however, is where he materially weakened his advantage, for after a shrieking car passes one, any self-respecting driver will not pause for anything but to chase to the bitter end.

And so, as the sound of the siren slowly ceased flaying the welkin with its noise, Sir Graves found himself being overhauled by a number of irate drivers. However, he escaped being thrust in the village bastille by telling his story and appealing to the sense of humor of the law.

Following is another example of a story written by a high school student reporter: —

Who of you wondering "Joes" have not been curious about the small figure which hangs suspended over Greig's Four-in-One store near Public School field? That wee gentleman is none other than Roscoe Daingerfield, the Eavesdropper.

Roscoe's sensitive nature keeps him in during rainy weather for Roscoe has a body of sawdust and a complexion that waters and runs with the first hint of moisture. He has a kind heart as you can see by his benevolent expression, but unfortunately, it isn't waterproof.

Roscoe was bought from a Chinaman at Silver City, after much haggling, for the Oriental was loud in his explanation that Roscoe was even as one of the family, and accordingly, very dear (see "money"). The bargain was consummated, however, and Roscoe, of the proud Daingerfields, was sold down the river for one dollar and 50 cents. Arriving in Boise he was given a new paint job and an oiling for body squeaks. For common decency and the civic reform he rated a pair of white pants.

This has all led to other things — gangdom has since marked Roscoe for its own, and his foster parents are forced to bring him in from his lofty perch every night to prevent his being put on the spot.

Try to write either of the above stories in the ordinary tadpole fashion. The result will probably be a less interesting story than the original. Some stories are so rich in human interest or so cleverly told that the reporter can afford to dispense with the summarizing lead and depend on the sheer interest of the story to carry the reader through it.

The following story may be said to have a summarizing lead, but still the essence of the story is more in the body than in the lead, as is frequently the case with symposium stories: —

"Necessity is the mother of invention." The man who quoted this proverb must have visited Seton, for in the hour of need many great inventions have been recorded in her history.

For the sake of beauty, one student invented a novel "get-up" which was soon adopted by many observers. She merely took a small pocketbook mirror, two small pieces of tape and securely pasted the mirror on the inside of her locker door. Now, when she wishes to "primp up" she only has to open the door and has the luxury of a private boudoir.

First-year biology students have found that a brown or black crayon pencil is not a necessity for the study. Eyebrow pencils are lovely for coloring tree barks and butterfly wings.

The converting of a school uniform into a street outfit is among the most practical and popular inventions. The black tie is tucked away in the pocketbook and a bright one substituted; a colored skirt and jacket are donned and you are ready to go down town on a shopping trip.

Among the older inventions is that of repairing silk stocking runs. The first idea was to stop the runs with a reinforcement but times have changed. Fingernail polish has taken the place of the very noticeable reinforcement.

Anna Grelli uses fingernail polish to stop the runs in her hose when the needle is not handy.

Irene Kuyawa has a new way of curling her hair. She takes her paper clips, unbends them, and fastens them on her hair. You would be surprised how well her curls look.

Esther Evans' feet were cold, so she very cleverly decided to put her feet in place of her hands. Don't get excited; she isn't a contortionist. She put her woolen gloves on her feet and then put her shoes on.

Vietta Fitzgerald lost the button from the back of her dress, and uses a paper clip for a fastener.

Such are some of Seton's "inventions."

— *Seton High Times*, Baltimore, Maryland

How does a reporter decide whether or not to use the summarizing lead? The only possible answer is that he must use his judgment. Since a reporter needs to have a great deal of experience before his judgment becomes a dependable guide, his safest policy is to follow the tadpole form of news story except in cases where it is obvious another form would be preferable.

Feature Story. The term *feature story* has a wide use in journalism, but its meaning is anything but clear. Many persons use it to designate any story other than one that uses the summarizing lead.

You have seen stories enclosed entirely in lines inside the column rules. Also you have seen stories in which all lines are indented on one or both sides. The first story is said to be *boxed*, the second *indented*. Again, some stories have distinctive kinds of headlines. The purpose of giving stories such special treatment is to attract attention and give variety to the page. Sometimes a story is short but important; to make it conspicuous the editor gives it this special treatment. Sometimes the term "feature story" is used to designate such stories.

Now let us consider what is apparently the best definition of a feature story. You have learned that a news story is an account of an event of interest to a considerable number of the newspaper's readers; that the story deals with facts, not fiction; that the reporter has to pick out the most outstanding, unusual, curious part of the event with which to start the first sentence of the story; that this first part of the first sentence is the *feature* of the story. Now a feature story is one in which the feature is

Bill Anderson Judged Winner Of Book Of Theatre Passes

Bill Anderson was the winner of the Pen and Blotter club's short story contest. His story, "Nature's Mistake", was judged the best by Miss Katherine Semple, Miss Helen Moore and Miss Ethel McCandless, all of the English department. The final judging was last Tuesday evening after school. The judges were unanimous in their decision of first place.

The judges gave Jenny Coppock honorable mention for her story, "Modern Tarzan". All together fifteen stories were presented for judgement.

The rules for the contest were, that the story was to be short and

humorous, not over two thousand words and original. The merits of the story were of first importance. Errors in grammar, punctuation and spelling were considered only when they rendered the story unreadable or obscure in meaning.

The club wishes to congratulate all those students who submitted manuscripts and urges them: to try again. At a later date the club hopes to sponsor other contests for students who enjoy writing verse or essays.

The prize was a book of tickets to the Ada theater. Anderson is a creative writing student in Miss Moore's class.

Studes To Go To Music Conference

Convention to Be Held On
March 28-31, in City
Of Portland

The biennial convention and festival of the Northwest Music Educators' conference, consisting of an all northwest high school chorus, orchestra and band, is to be held in Portland, Oregon, March 28-31, 1937, with headquarters at the Multnomah Hotel.

Any high school music student from the states of Idaho, Washington, Oregon, Montana and British Columbia and Alaska is eligible. All members, however, must be accepted by the judges in order to attend.

The directors are men who are nationally known for their skill and technique in their field of work. John P. Smallman of Los Angeles will direct the chorus; George Dasch from Chicago, the orchestra; and William D. Revelli from Ann Arbor, Michigan, the band.

Arrangements have been made

Penny Day In Class

Tomorrow is penny day!

What is penny day? Is it a holiday or is it a notice for the advisory? These questions ran through many of Donald Harper's English students' minds, but none could be answered. Their curiosity could no longer be calmed, so they ventured to ask what it meant. Mr. Harper smiled and replied: "I find it hard to furnish all of you with ink. I thought that if each of you brought a penny I would buy a large bottle of ink for anyone who wished to fill their fountain pens. It will be very handy."

Charles Macauley to Be Boise Hi's Yell Duke

Charles Macauley, better known to the students of Boise Hi as "Chic", was chosen yell duke by the student council at their meeting on Tuesday, January 19. He succeeds Jimmy Abbott, who has resigned.

Charles received the second highest number of votes last fall when the council picked the yell leaders. He is a member of the junior class.

What, No Detention?

Verna Dickman, a former student of Boise high school, returned two weeks ago from Ely, Nevada, where she attended White Pine county high school.

The student body of White Pine includes about 400 students. The school day there is made up of five periods, the first period beginning at 8:35. The pupils go to their home room at 2:45 and school is dismissed at 3:30. Instead of calling the study room "study hall," they call it the "assembly room."

At the beginning of the year, they pay \$5.50. This includes all the school activities, the year book, paper, pencils and other school necessities.

Every month a pamphlet of from 20 to 25 pages is issued to all students. It is called "The Cone" and is similar to our High Lights.

Verna says that one good thing about White Pine is that they don't have detention.

Ears Are to Pull

"What are ears for?" asked Miss Ethel McCandless in her fifth period E1 class to Ben Swearing who wasn't paying any attention to the question. He answered, "Ears are for teachers to pull."

Brass And Reed Groups Practice

Musical Ensembles Selected
By Howard Deye, Instrumental Teacher

People who have gone through the new gym have probably wondered what the six little rooms in the back are used for. If anyone should pass by these rooms during advisory period he is likely to hear strange notes coming through the key hole. But he should not be alarmed for small instrumental ensembles made

This example from a high school student newspaper shows not only that a box story is conspicuous, but also that it helps to make the stories surrounding it more conspicuous.

more significant as news than the event itself; that is, the feature overshadows the fact. Consider the following examples: —

Chicago — (AP) — There's an ^{parade} accident running around Chicago hunting for a place to happen. Louis Feinberg notified police his car was stolen. He said it was made to order for him because of a crippled foot and he's afraid the thief won't know how to operate it.

Obviously the event here, the theft of the automobile, is overshadowed by the peculiar circumstance of the automobile's mechanism being specially made, so that it was dangerous for an ordinary person to drive the car.

Retirement of an old member of the lighthouse force in one of the Great Lakes is a news story; but the reporter who wrote the following story saw the feature in the human interest that accompanied the old man's leaving the scene of his lifework; and that feature is developed all through the story.

An old man bent over a log at the lighthouse off Waukegan harbor. His hand traveled slowly across the sheet.

"Hazy weather; wind from the southwest and fresh," he wrote.

He paused and lifted a weather-beaten face. A mile north and east of the lighthouse a bell buoy on the shoals clanged fitfully.

The old man took up his pen again.

"A. J. Davenport, lightkeeper at Waukegan, retired from the government service today," he wrote.

He closed the log softly.

The bell buoy sounded again. To the old man it seemed to ring for him — seemed to be ringing him out of the service in which he had spent his life.

The captain gazed ahead of him unseeingly. He was living again the first day he had donned the blue of the light service 48 long years ago. Before him were the Straits of Mackinaw and he was tending the old oil lamp.

The years slipped by in retrospect, an incident here, a scene there.

From an inner pocket the captain produced a bank book. He peered at the comfortable sum it showed and sighed. His wife would be glad to be housed in their modest flat building he had purchased in Chicago — but he — well, 48 years with the sound of the sea in his ears . . .

The shoal buoy tolled louder.

— *Chicago Evening Post*

The reporter should concentrate on making his writing interesting. Therefore it is important that he study a great variety of news stories and so-called feature stories. Too much playing up of the feature often spoils a story; there is danger of getting away from the facts instead of to them. With most events a direct, simple statement of the facts is more interesting than an elaborate development of the feature.

There is a tendency in journalism to regard feature stories and news stories, or "straight news stories" as they are sometimes called, as two separate and distinct species, and to teach that each is written according to certain rules of its own; that the rules for writing "straight news stories" are different from the rules for writing feature stories. Thus it is taught that if the story of an event is to be written as a "straight news story" it should be written in such and such a manner; if it is to be written as a feature story, it should be written in some entirely different manner.

This conception of news and feature stories should be discarded. There are not two ways to write stories of events. Instead, the story of each event should be an individual product, written in the manner best calculated to arouse the reader's interest. It should be pointed out that there is a great deal of reading matter in newspapers that is not news at all and may have nothing to do with timely events. The term *feature material* is used to designate such reading matter.

SUGGESTIVE EXERCISES

1. Examine the first paragraphs of a number of news stories in a daily newspaper to see whether or not they give all of the essential facts of the event.
2. Examine the headlines on the front page of a daily newspaper to find from what paragraphs of the stories they are taken.
3. Make a study of the first lines in 100 news stories. How many start with the names of persons involved in the stories? How many start with the events themselves? How many with where the events happened, and how many with the *how* or *why*? How many contain vivid, active, dramatic words and phrases?
4. Find three examples of speech reports in your daily newspaper and rewrite each one twice; change the feature of the story and the wording, each time; try to produce as good examples as the original.

5. Write a lead for each of the following: a recent concert you have heard; a recent classroom lecture you have listened to; a school assembly program; an advance story of an athletic contest in which your school is to participate; a folo story of such a contest.
6. Write a lead beginning with a substantive clause; a conditional clause; a causal clause; a purpose clause; a temporal clause; a concessive clause; an infinitive phrase; a participial phrase; a prepositional phrase.
7. Find an example of a humorous story, a story of an accident, and a story of a meeting. Notice in each case how the headline fits the tone of the story.
8. Find five examples in newspapers of informally written stories and rewrite them with formal leads. Try to decide in which form each is preferable.
9. Find examples in several news stories of how the reporter used his imagination to make the story more vivid, without violating the facts.
10. Write six complete stories of events mentioned in the above exercises, taking care that each paragraph and each sentence as far as possible contains relatively less important material than the preceding sentences. Begin each paragraph with a feature.
11. Look through 25 news leads, marking all of the Who's with a red pencil, all of the Where's with black, all of the When's with blue, and leaving all of the What's not marked. Use ink for the Why's and How's.

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CHAPTER VI

TYPES OF NEWS STORIES

Changing Aspects of Journalism. Newspapers are constantly changing in their styles, their emphasis on various types of news, the tone they give, the point of view from which stories are written. In any community there is an infinite variety of events. The newspaper tries to cover the events that are of the most interest. Some types of events are of public interest in some communities and not in others, or in one age and not another. For example, a generation or two ago there was much greater emphasis on political news than there was in the 1920's; and on the other hand there was much less interest in sports.

An event has more news value if it is of rare occurrence. For example, in a certain city a school presents an operetta. Perhaps the newspaper makes a large story of the affair and publishes a picture of the cast. Now let five other schools give operettas a few weeks later. These later operettas may be as good as the first one; but probably they are not as big news. Why? Because there have been so many of them that public interest in them lessens.

Three General Types of Events. Most stories, from the standpoint of the writing problem, can be classified under three heads: (1) *interviews and meetings*, (2) *contests*, and (3) *accidents*. This classification is not all-inclusive but it is convenient in the discussion of many writing problems.

Interviews, Meetings. Writing a story of an interview is similar to writing a story of a meeting. For illustration, with regard to an address or series of addresses, the story is primarily the high points of what is said, just as in an interview. In other types of meetings, such as concert, recital, drama, series of skits, or discussion, the interest is still in the high points of the program.

Writing the Lead. Begin your story with the most striking phase of the event; if it is a speech, this is quite likely the most outstanding statement of the speaker. You must always use your judgment as to what the outstanding feature is. In no two stories is it precisely the same.

You cannot report an entire speech and frequently you cannot write all that an interviewee says. A speaker probably will not open with his main point. He is more likely to close with it.

Sometimes the feature of your story is in some unusual aspect of the event. It may be the occasion for the meeting, the results or achievements of it, the name of the speaker, his manner or appearance, the size, attitude, reactions, or response of the audience.

The Reporter Is Impartial. The inexperienced reporter should be on guard against allowing himself to take the point of view of the persons holding the meeting. He merely covers it for what it is worth as news. He is strictly neutral. Nevertheless the reporter is justified in giving encouragement to worthy local enterprises, although he should retain his independence of judgment as to how to treat the story.

Nourse Urges Schools Guard Democracy

**S. F. Superintendent
Makes Plea Before
State Principals in
Parley Here**

A plea that the principles of democracy be included in all modern philosophies was made yesterday before more than 1000 California educators at the opening session of the California Secondary School Principals' conference at the Hotel St. Francis.

Keynote of the three-day conference was sounded by Joseph P.

Nourse, superintendent of San Francisco public schools, who urged his fellow educators to "look about them in their own communities and discover forces intent upon overturning the democratic ideal in education."

A slightly different view was taken by Dr. Walter Dexter, newly appointed State Superintendent of Schools, who held that the democratic ideal in education is on trial today and its worth must be proven.

WOULD SPECIALIZE

Using as a figure the growth of the body, Dr. Dexter asserted there can be no progress without the specialization of certain units or cells.

"In the same way," he said, "the schools of today must permit specialization of individuals instead of educating every pupil, no matter what the potentialities, the same way."

Complaints that some of today's

educators are "using big words to cover a lack of thought, and new words to mask old ideas" were made by Dr. Aubrey A. Douglass, chief of the State Division of Secondary Education.

"There is an acute need for defining our terms," he said. "It's getting so that we can't even understand each other."

In urging straightforward thinking and speaking, both Nourse and Douglass expressed the hope that educators would develop a new terminology, one lacking in technical phraseology and embracing a "few good old fashioned Anglo-Saxon words."

CO-OPERATION URGED

Cognizance of the complexity of modern industrial life and the rapidly shifting patterns of industrial

activity was taken by Homer D. Rainey, director of the American Youth Commission of the American Council of Education, who spoke on "The Vocational Adjustment Problems of Youth."

During the course of his long address Rainey advocated close co-operation between schools, guidance centers, governmental agencies and employer groups so that young people might be assisted in finding employment.

He further urged individual diagnosis in local guidance centers; careful research of possible employment young people may seek; effective leadership in establishing guidance centers and finally that schools be charged with the responsibility of directing the vocational adjustment of youth up to the age of 21 years.

— *Chronicle*, San Francisco

When covering a meeting in which there are several speakers, start the story with the outstanding statement of the main speaker. Note how this story not only exemplifies this rule but also has a sort of feature as the start of each succeeding speech report.

By Associated Press.

WASHINGTON, Wednesday March 24. — The president of Princeton University and the head of a national farm organization joined today in opposing the Roosevelt court bill before the Senate judiciary committee.

Harold W. Dodds, president of Princeton, condemned the bill as a "first step and long step" toward "authoritarian government without popular or judicial restraint."

Louis J. Taber, master of the National Grange, said the Grange opposed the measure "because the vast majority of our membership think this proposal is a threat to the religious and political liberties of our people."

Just before they appeared Senator Wheeler, Democrat, Montana, a lead-

ing opponent of President Roosevelt's program, declared that many of the Chief Executive's objectives could be attained without change either in the Supreme Court or the Constitution.

Wheeler proposed legislation to subject child labor products "to the laws of the state into which shipment has been made."

When Dodds had finished reading his statement, Senator Neely, Democrat, West Virginia, a supporter of Mr. Roosevelt's plan, said he had read in the newspapers today of the congregation of 100,000 men in Detroit "in defiance of law in protest against the prevailing social order."

"Do you think in view of that we can wait for a constitutional amendment?" he asked.

Observe: (1) In what few words the reporter gave the essence of this event in the first part of the lead; (2) how he maintains the interest by free use of quotation marks. The entire story was almost three columns long.

Norris Talks To Teachers

**Says United States Is Proving
Ground for Ideas; Claims
Country Is at Cross-Roads**

Describing the United States as a proving ground for new ideas, Mr. Forbes H. Norris spoke to the Secondary Teachers Association Wednesday before last.

The assistant superintendent said that America was the stage for the trial of democratic principles. He said that this country is still experimenting with these things.

Have Improved

"We have gone through seven acts of pioneering, and it seems we must admit seven defeats. True, we have improved, but we haven't lived up to the greatest possibilities," declared Mr. Norris.

The seven acts of pioneering that

the educator referred to were religious freedom, political equality, education free to all, racial freedom, industrial revolution, sex equality, and "making the world safe for democracy."

On the question of religion, Mr. Norris said, "Constitutionally, we have religious freedom; really we do not."

Europe Distrusts

Europe still does not like America's system of equal opportunities for all, stated the assistant superintendent.

"They say we cannot afford to do what we do and don't know it," he said.

U. S. at Crossroads

Mr. Norris pictured the United States as standing at the crossroads. "The path she chooses will determine whether we are approaching the dawn or the twilight."

Mr. Norris closed with the following words to high school graduates, "May I list five things which will be worth-while whether you go to college or go to look for a job: know yourself, keep fit, make friends, hold to your ideals, keep on learning."

— *Monocle*, Richmond, Virginia

This is an example of a clear, concise speech report in a high school paper.

Reports, Reviews, Criticism. A reporter has to cover a great variety of events. Though his special field may be sports, politics, or society, he may be assigned to cover a concert, political meeting, art exhibit or fair, or to review a book. Since he cannot be an authority on everything, how can he do all these types of work adequately?

Let us assume for illustration that a reporter is assigned to cover a musical concert. He need not be a music critic, for the general public is not interested in critical appraisal of the

concert. He may very well use whatever musical knowledge he possesses; but his job is to tell what happened, rather than to pass critical judgment upon it. He can easily obtain opinions of some of the musicians at the concert as to the outstanding numbers on the program. He can describe the effect the music had on the audience; he can tell what selections were played and by whom; under what auspices the concert was given; its significance in the community.

In the book review the reporter can describe the subject matter of the book and give his readers an idea of whether or not it might be interesting for them to read. The following brief review columns are interestingly written; they give enough of the substance of the subjects they deal with to provide the reader with an idea of the contents and quality; and they evaluate them adequately.

Award for Picture Is Suggested

By Harold Hunt

Not for a moment would we influence those who have in their keeping the choice of the Academy reward for the best picture of the year. Not for a moment!

But, if there's anybody interested in knowing, we'll be sadly disappointed, disgusted and outraged if "You Can't Take It With You," translated to the screen from the George Kaufman-Moss Hart stage play that had many Rose City residents rocking with mirth some months back, isn't at the head of the award list when the time for choosing rolls around.

It's a grand picture, both as a picture and as an adaptation of the play. And we say this, knowing that there will be those who find cause to be critical of the adaptation.

Caught at the "Jewel Box," a gem of a new preview room in the B. F. Shearer motion picture equipment

headquarters, just around the corner from Film Row, it brought warm applause from the small preview audience Tuesday night. And many were the sincere compliments paid its director, Frank Capra; its adapter, Robert Riskin, and its players, headed by Lionel Barrymore as Grandpa Vanderhof and Edward Arnold as Banker Anthony P. Kirby.

Riskin, it is true, has taken a certain amount of liberty with the Kaufman-Hart original, mainly because the mobility of the screen has made additional sequences necessary. But he has followed, in the main, the intensely interesting story of the man who rode to work in an elevator one day, but didn't get out, and lived a decidedly happy, carefree life for 35 years or more as a result.

Possibly he has made Lionel Barrymore a bit verbose in his discussions of the evil of wealth, as John Mosher suggests in the New Yorker, but he has added jail and courtroom sequences, brought into the play by inference, only, that are gems of comedy, mixed with more dramatic moments. Too, he has made much more of the Banker Kirby role, taking his audience into the magnificently appointed offices of that unrelenting financial genius.

The critic of Time magazine is right when he remarks that the picture is "proof that the comic exterior" of the play "concealed not merely plot but superb dramatic

conflict, and that its characters, far from being freaks, were really human beings drawn on the heroic scale."

— *Journal*, Portland, Oregon

The banner head for this review read: " 'You Can't Take It With You' Warmly Applauded." This review shows a nice balance between critical judgment and reporting of facts about the performance that are of interest to theatergoers.

'FAUST' IS OFFERED IN CENTER THEATRE

**San Carlo Company Presents
Rolf Gerard in Title Role
of Gounod's Opera**

PETROFF SINGS VALENTINE

**Baritone Heard in Debut With
the Troupe — Leola Turner
Appears as Marguerite**

By NOEL STRAUS

Yesterday's matinee performance of Gounod's "Faust" by the San Carlo Opera Company at the Center Theatre, though vocally somewhat uneven, moved along smoothly in conventional grooves. The work was given in French and the individual members of the polyglot cast had somewhat conflicting ideas as to the vowel and consonant sounds of that language. There also seemed to be a difference of opinion among the singers as to the proper approach to the interpretation of so thoroughly Gallic a creation.

It was Rolf Gerard in the name part who most nearly achieved the

elegance and refinement of song and deportment without which no adequate headway can be made in operas of this particular genre. Mr. Gerard's voice is limited in range and rather thin of texture, but it has true lyric quality and the artist understands how to make the most of its potentialities. There was grace and charm in much of his vocalism and easy address and skilful phrasing in his negotiation of such an exacting number as the "Salut, demeure."

But the possessor of the most noteworthy voice in the afternoon's lineup proved to be Ivan Petroff, Bulgarian baritone, who made his debut with the company as Valentine. Except when pushed too strenuously in its upper reaches, Mr. Petroff's tones were quite exceptional in mellowness and warmth. Apparently the troupe has found a valuable addition to its ranks in this capable artist, heard here previously in certain of the Hippodrome Opera Company's offerings.

Leola Turner gave a creditable account of herself as Marguerite, and Harold Kravitt was the hard-working, if stereotyped Mephistopheles, Charlotte Bruno was the Siebel and Philine Falco the Martha. Carlo Peroni conducted with considerable zest.

— *New York Times*

This simple review of an operatic concert is newsy and not excessively critical. It describes the singers and their voices; it does not seek to judge the performance as much as it seeks to give the reader an idea as to whether or not he wishes to hear it.



BOOK REVIEWS

DEATH COMES FOR THE ARCHBISHOP

By Willa Cather

It was in the colorful, deserted wastelands of New Mexico that Father Latour began the work to which he was to devote his life.

Death Comes for the Archbishop takes one back to the settling of the southwest and is concerned with the

religious attitude of the Mexicans, Indians, and the white people, who had made their homes there. It portrays the life of this archbishop of French descent, who was sent to America to spread the Catholic religion. With the help of his boyhood companion, Father Vaillant, he is able to accomplish much and to fulfill his dream of building a cathedral in this New World.

Willa Cather, a native of Nebraska, and a lover of that country, is able to bring a vivid picture to the reader. By the colorful description of the scenery one is made to feel as though he were seeing it with his own eyes. The characters are so introduced that one forgets they are only fictitious.

— *Homespun*, Somerset, Kentucky

How to Secure Job Is Topic of New Book Dedicated to Seniors

To seniors in high schools and colleges the book "Your Job, How to Get It and How to Keep It" by R. O. Pickard is dedicated.

When you are about to enter the business world, you are about to face many important problems. This book is designed to solve these common every day difficulties that seem to loom up in front of you.

Mr. Pickard explains why you should not be misled into the false

belief that you have years in which to get yourself situated and to try out jobs and firms. You haven't.

"It is far wiser to select just one business, and, after the ground has been thoroughly covered, to decide whether or not this is the work you wish to pursue."

"You will get a job," says Mr. Pickard, "be certain of that. Keep up your courage; hold up your head actually and mentally and never doubt to achieve your purpose."

Good, reasonable advice, kindly criticism, and friendly words of encouragement mark this book as an excellent one to help start you out on the road to your life's work.

— *Coed Leader*, Atlanta, Georgia



A few weeks ago one of the finest collections of Chinese art in existence was on exhibition at the old German

Club on the Bund, previous to being taken to London to be shown there. The collection, which included painting and calligraphy, tapestry and embroidery, bronze, porcelain, jade, cloisonné, red lacquer, ancient books and archaeological specimens, was taken from the museum in Peking.

The first thing to be seen when one entered the building was a very fine throne. It was not so big and showy as European thrones, but was

of a simple pattern and had a great deal of delicate work on it. Behind it was a large, intricately designed cloisonné screen, while before it was a magnificent desk of teak wood, highly polished. On this were desk accessories of white jade and fine wood. A large, carved brush container of white jade, holding several brushes, was outstanding, together with expensive ink slabs and boxes.

Paintings Displayed

Next came painting and calligraphy executed in the T'ang, Sung, Mongol, Ming and Manchu dynasties. Most of the paintings were done on silk pasted on long scrolls. There were some very beautiful paintings among them, one of which showed a rain scene with the wind driving the drops through the trees. Several excellent ones were of various trees and plants, each leaf and each petal being one single, untouched stroke. As is common in the impressionistic painting of China, the figures were not very life-like, but some of their expressions were most clever.

Another peculiarity is that the trunk and branches of the trees are clearly outlined with no leaves covering them. Chinese painters have not attempted to be realistic; they prefer to get the spirit of a scene. If a Chinese artist wishes to paint a scene, he goes out and sits just looking at the scene for hours and sometimes days. Then he returns home, shuts himself in his room and paints his picture.

Calligraphy And Tapestries

When a painter has finished a picture, he often shows it to his friends for their approval, and they express this by writing a poem in appreciation on the margin or corner of the scroll. Many of the paintings in the exhibit had these samples of penmanship, and besides them there were several scrolls devoted entirely to calligraphy. Some were in very fine, delicate hands while others were bold

and free, but in all an amazing artistry was evident.

In the same room were also some exquisite tapestries. A casual glance would find no difference between them and regular paintings except for a brighter, richer color. The weaving was flawless in every detail and was truly remarkably done. There were one or two embroideries of equal perfection as well. Also there were quite a few Ming fans with gold and ivory frames, while the silk was painted beautifully in warm, varied colors.

Bronzes Very Old

Another room contained bronzes, some dating from about 1433 B.C. or perhaps earlier. The oldest ones, though rather crude and disfigured by the green of age, were admirably symmetrical, though not graceful, and of original shapes. Indeed there were many types, some with legs, some with covers, some with carvings, some with bas-reliefs, some with spouts, and of every shape and size ranging from monstrous pots to tiny bowls.

It took several rooms to hold the porcelains, as there were a great many of these, mostly Ming. These were of as great a variety as the bronzes, but were naturally more graceful and finished. There were vases, tea cups, rice bowls, teapots, large bowls, water containers for mixing ink, trays and other articles of every sort, quite a few being in small sets. Though most of the porcelains were of various shades of blue, there were white, green, pink, rich red, purple and gay, multi-colored ones. Some were plain colored, while others had figures and designs. Several had figures and even words in relief on the bottom.

Multi-Colored Jades

Among the remaining exhibits were the archaeological specimens and ancient books. The former were carved bones and old tools, while the latter were old manuscripts,

<p>though some were printed, the Chinese having had printing since 87 A.D. Also there were some very good cloisonné and some intricately carved boxes in red lacquer. Best of all, probably, were the jades. Not only</p>	<p>green and white jade was there, but also brown, yellow and red. The pieces were carved in various forms and some were extremely large.</p> <p style="text-align: right;">— <i>Shanghai American</i>, Shanghai, China</p>
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Considerable thought is evident in this review of an art exhibit. The writer shows a knowledge of the subject, but most of the article is a description of the various pieces in the exhibit. Editors of this paper are to be commended for providing their readers with such valuable and entertaining reading material.

The Formal Interview. The word "interview" has two distinct meanings. In one sense, you are interviewing a person whenever you are having him tell you the facts about any event. In a narrower sense, the interview is a conversation with a person when he himself is news and when whatever he says is news. You interview a policeman when you have him give you the facts of a crime. But the policeman is of no news value in himself. However, if a famous person pays a brief visit to your city, he himself is news. In this case your interview is not for the sake of merely getting information about an event; it is to give the reader an impression of a personage.

This latter type of interview may well be called a formal interview; the former an informal interview.

Just as the feature of a speech is likely to be the outstanding statement the speaker made, so the feature of an interview is likely to be the outstanding statement the interviewee made. It may, however, be something in the personality of the interviewee, the circumstances of the interview, or its setting; or it may be the purpose or occasion for the famous person's visit to the city.

Student reporters should remember that the reading public is interested not only in what a famous person has to say but also in the person himself, his dress, manner, and appearance. The circumstances and setting of the interview frequently are of interest. Note in the following examples how the reporters dramatized their stories. How do fiction writers describe their characters? Sometimes they do so directly; more often they introduce descriptive words and phrases in the narrative. It is well for the young reporter to study their methods. The interview should be lively and lifelike.

Gertrude Lawrence Is Gay, 'Always Dancing Around'

Broadway Star Has Frank Manner; Is Well Known In Acting Circles For Her Magnetic Personality

✓✓ "Isn't it strange," exclaimed Miss Gertrude Lawrence, brilliant star of the current Broadway hit, "Susan and God," "I'm so thin. Although I eat like a horse I never get fat. But I suppose that's because I'm never still."

Elbows resting on her knees, her cheeks in her palms, Miss Lawrence in her characteristically frank manner revealed this.

In the midst of our conversation with her, Paul McGrath, her leading man, entered. Springing up from her chair, Miss Lawrence greeted him, "Oh Paul, I want you to meet two old cronies of mine. I've known them ever since . . . And look at their newspaper (THE HILLTOPPER). Isn't it wonderful. You know, I'd like to be a journalist if I weren't an actress. It must be very exciting. I know many people who are journalists and it's very hard work — just as hard as acting."

Vivacious Red-Head

Tall, vivacious, red hair, blue eyes, with a magnetic personality well known in acting circles, Gertrude Lawrence presents a very charming figure. Always gay, always dancing around, her amusing liveliness is loved by everyone.

"Yes," continued Miss Lawrence after Mr. McGrath had left, "I was born on the fourth of July in England. Strange, isn't it, I'm not English, although everyone thinks I am."

You see, I'm half Danish and half Irish. Oh, I guess I was meant to be born on Independence Day, for you see I'm here in America. I was educated — oh, do you know French? I was educated at a convent — Sacre Coeur. And when I was older I came to America. Bread and butter inspired me to become an actress."

She has a sixteen-year-old daughter in Switzerland, writing a book, which she is calling "Incidental Music." It's going to be published this spring.

Has Many Hobbies

Miss Lawrence has many hobbies. Sewing, painting and playing the piano are tops. "And as for sports, I like golf, but right now my clubs are rusty. I like to knit, too. I knit sweaters for big men. At least, it seems so, because it takes so long to finish them."

"Oh you know, I had lunch this afternoon with the royal head of the television broadcasting company. I'd like to go on television, for I love radio."

"I've done three or four parts in England, and I've made several pictures — 'Rembrandt,' 'Men Are Not Gods,' and 'Battle of Paris.' I don't want to go to Hollywood again, for I don't see any point in going there. However, I'd like to play in 'La Dame Camille,' 'East Lynne' and 'Juliet.'"

"When I'm in a serious play I'd like to be in a musical, and when I'm in a musical I'd like to act in a serious one. I'm funny that way," she added.

Helen Saltz, William Franklin
— *Hilltopper*, Jamaica, New York

Lincoln Reporter Interviews Galli-Curci

(A. Gildisheim)

"Swing is wonderful! It appeals to my ankles," announced Madame Galli-Curci when asked about mod-

ern music. When interviewed after her concert Madame Galli-Curci was dressed in a stunning black gown and a long evening wrap with a fur collar. Her head was covered with a lacy hood. Without having talked to Galli-Curci, one has no idea of her great personal charm. She speaks with a delightful accent and has little mannerisms that make her extraordinarily charming. Her attitude is extremely friendly and she is very talkative and vivacious.

— *Cardinal*, Portland, Oregon

This lead is good, but the headline should have said more about the interviewee.

M. Steadman, Writer, Shows Personality In Interview With Girls High Reporter

"Approach people with the right attitude and get the information you want without a great deal of pain to either party," said Marguerite Steadman in answer to the time-worn question, how to conduct an interview: "Select the type of question you ask as you would select a new dress. If you prefer the knee-length type, then buy it."

The atmosphere in which the interview took place was typical of a newspaper office: Typewriters clicking, people rushing back and forth,

everyone with a definite duty to perform and a limited amount of time in which to do it.

"My work on the paper? Well," she replied, "I have charge of three pages in the Journal Magazine Section and sometimes more. I edit the page containing 'Little Stories of a Big City,' and 'Atlanta,' and the Question page. I also write book reviews and poetry. Besides this I am assigned two or three stories weekly."

— *Girls High Times*, Atlanta, Georgia

Just a "quiet day" at the office, motoring in the afternoon, and an evening at home with his wife, was all that Charles M. Schwab, veteran steel man, would allow yesterday to mark the attainment of his seventy-first birthday. The optimism that has marked him through life had not left him, and he looked forward with hope to some "unseen new development" to bring this country out of its depression. — *New York Times*

An example of an interview story beginning with the setting of the interview follows: —

Des Moines, Iowa, March 11 — Propped up in bed, with a cushion of four pillows behind his shoulders, Billy Sunday was taking his breakfast.

Since he was stricken while preaching recently, the doctors have ordered rest for several months.

"I'm all right," he said. "The Lord will fix me up."

— North American Newspaper Alliance

Contests. Life is an eternal struggle of opposing forces. Plants, animals, human beings, are always striving against each other and against the forces of nature. The only things that do not struggle are those that are not alive. Games are but symbols of this grim, everlasting struggle for existence. Four common types of conflict stories are sports, crime, danger, and what might be called "success" stories.

Note the element of contest in each of the following stories of diverse types of events. Note how in each case the reporter brings into the first half-dozen words of the story something to attract the reader's attention.

Britain and France Warn Japan to Keep Off Island

LONDON, June 27 (AP) — Britain and France have warned Japan to stay off Hainan Island, off the South China Coast, and will act to support each other in case "complications" arise, the Government informed the House of Commons today.

Mr. Richard Austen Butler, Under-secretary for Foreign Affairs made the announcement.

Hainan, Chinese Territory, is separated by the 150-mile-wide Gulf of Tonking from French Indo-China and commands the eastern approaches to that colony.

Stand "Made Clear"

Answering a question whether the British Government would support France in regard to the security of Indo-China, Mr. Butler replied:

"His Majesty's Government and the French Government, through their Ambassadors at Tokyo, have made clear to the Japanese forces and Government that they would

regard any occupation of Hainan by the Japanese forces as calculated to give rise to undesirable complications.

"Should any complications unfortunately arise, His Majesty's Government and the French Government would no doubt afford each other such support as appears warranted by the circumstances."

Replying to a question whether the British Government would do its utmost to obtain support of the United States for efforts to bring about a truce between Japan and China, Mr. Butler replied:

"The Japanese Minister for Foreign Affairs as recently as June 17 announced publicly that he did not think it possible for any power to mediate between China and Japan.

Ready at Any Time

"The British Government would be only too ready, either alone or in conjunction with other powers, to

use their good offices at any time in the hope of bringing about a cessation of hostilities if this were agreeable to both parties."

Japanese warships recently were concentrated off Hainan, and Chinese dispatches June 24 reported that attempts at a landing had been repulsed. Hoihow, chief port of the Island, has been bombed from the air frequently, and last week was shelled by Japanese warships.

Today Japanese reported their airplanes had bombed the Yuling forts

on Hainan and silenced shore batteries there.

Chinese defenses on the Island have been greatly strengthened and the garrison trained in defense against landing attempts.

Last week Chinese newspapers reported French warships had "concentrated" off Hainan, but this was denied by the Paris Foreign Office.

Britain is interested in Hainan because it lies near the main route between Hongkong and Singapore, its Far Eastern strongholds.

IMPRISONED DOG PHONES DILEMMA

By Transradio Press

WENATCHEE, Wash., March 23 In the telephone exchange last night, a sleepy buzzzz and the blink of a red light broke the quiet of midnight.

An operator stirred from her reverie, plugged in, and murmured the customary "number puh-lease?"

"Woof," came the answer.

"What number, puh-lease?"

"Woof. Bow-wow. Errrrrr." Insisted the party on the other end of the line.

"I'm sorry. There is no such number."

"Woof, woof," was the only reply.

The next act of the puzzled operator was a call to the sheriff's office.

Two sheriffs spent the next hour attempting to release a very unhappy pooch from the service station in which he had been imprisoned. In his efforts to get out, he had dislodged the telephone receiver from its hook and succeeded in telling the world of his troubles.

— *Portland Oregonian*

Even a dog has to struggle against forces that hinder it from pursuing its natural interests.

Aged Minister, Lost in Monroe Region, Hunted

EVERETT, Monday, March 15.—Searchers were busily covering the countryside around Monroe today, looking for the Rev. Joseph Marlatt, 79 years old, retired Methodist min-

ister, who disappeared while on a walk Saturday afternoon in the Woods Creek district. He left home at 1 p. m. and was seen by a motorist who gave him a short "lift" about 5:30 p. m.

Nearly one hundred people participated in the search Saturday afternoon and Sunday, according to Deputy Sheriff Fred Plymale. Dogs from the state reformatory at Monroe were unable to follow his trail.

Here is an example of the oldest kind of conflict, man against nature.

'DOLL BABY' GOES ON WHISKY DIET

OLEAN, N. Y., March 23 (AP) — A teaspoonful of diluted whisky, administered every 15 minutes, kept "doll baby" John Ronald Fox alive in his doll's bed tonight.

Smaller than the hot-water bottle that kept him warm, John Ronald nevertheless tugged mightily at the

eye dropper from which comes his food. And before each feeding he put up a healthy squall.

"It is that lusty squall of his that makes us think he will live," Dr. Benjamin Van Campen, who delivered him last Thursday, said.

John Ronald weighs $1\frac{3}{4}$ pounds and is about as long as a foot rule.

Despite Dr. Van Campen's optimism, no care was spared tonight to save the baby's life. Every 15 minutes the eye dropper was brought with its contents of high-quality whisky, sterilized water and sugar.

The struggle for life is always potential news.

REBELS SEEK TO CUT OFF MADRID

Gen. Francisco Franco ordered a general advance all along the Jarama front southeast of Madrid today in a drive coordinated with a new push against the beleaguered capital from the Guadalajara sector on the north-east to close Madrid's corridor to the sea.

Four tremendous explosions — apparently from government mines in battle-scarred University City — rocked Madrid as Insurgent artillery shells tore great holes in buildings in the downtown district.

Italians Reported Routed

Meager reports from the University City zone, where government militiamen and Insurgent troops have contested for weeks, described the explosive attacks as fresh attempts to rout General Franco's forces from their barricaded positions.

Italian troops reported fighting on the Insurgent side were declared by the War Ministry at Madrid to have been forced from strategic positions in the Guadalajara sector. Many prisoners were taken, commanders stated, including 110 Italians.

Rebels Advance Lines

The insurgent forces on the Jarama front smashed through the government lines to take up positions two and a half miles nearer the Tajuna River.

Ten government planes were brought down by Insurgent squadrons before the assault was unleashed against the Jarama defenses.

Seven of the crashed planes, the Insurgent airmen reported, were American-made Curtiss craft and the other three were Russian.

General Franco's headquarters at Salamanca denied in an official communique that Italian troops composed the main part of the Insurgent force on the Guadalajara front as charged by the government.

Patrol Plans Drafted

Col. Christian Lunn of Denmark, in charge of the nonintervention committee's land guard of the Spanish frontier to supervise its embargo of arms and men, conferred with Lord Plymouth, chairman of the committee, on details of the land and sea patrol, at London.

Speedy clearing up of the endless details of the blockade program, already partially in effect as warships of four powers patrolled the Spanish coast, was an important task facing the committee session expected this week.

Beater Dodging Whipping Post

CUMBERLAND, Md., Monday, March 15. — (UP) — Gilbert Crabtree, 45-year-old W. P. A. worker, convicted of beating his wife, temporarily escaped his punishment of ten lashes today by keeping silent.

Allowed ten days to appeal his sentence — the first legal whipping in Alleghany County in twenty-one years — Crabtree refused to act. He gave no indication of appealing nor would he refuse to waive that right.

Sheriff George E. Kemp, former mule driver in the coal mines, delayed administering the whipping until Crabtree makes a decision or until the appeal period expired — March 22.

Sports. When in doubt, play the score. That is, if there is no outstanding feature of the contest that forces itself to the front as the undoubted feature of the story, probably the score is the feature.

Roosevelt gridsters defeated Grant 12-7 in their annual contest at Diamond field yesterday.

If there is one decisive, spectacular play in the game, it is likely to be the feature.

Breaking through the Grant defense for an 80-yard dash over the goal line in the last two minutes of play, Thomas, flashy Roosevelt quarterback, brought victory to his team in the annual gridiron clash between the two rival schools at Diamond field yesterday. The score was 12-7.

Note that in this case the score is still given in the lead. An outstanding player or group of players may furnish the feature.

When a championship or other desirable prize is at stake, it may well become the feature of the lead.

Grant's football squad rests undisputed conference champion as a result of its hard-earned victory over Roosevelt in their annual clash at Diamond field yesterday. The score was 12-7.

There are other possible leads. If the game should break up in a riot, that is likely to be the feature. In all cases the reporter must consider all circumstances attendant upon the event and decide according to his best judgment what is the feature.

Advance and Folo Stories. Since events that are scheduled to take place at a certain future time are of interest to the readers,

they are news before they happen. Hence the reporter has to write advance stories of sports as well as of other events.

An advance story gives the particulars of the coming event as far as they are known or planned. In sports it may tell what is at stake in the contest, estimate the relative strength of the contestants by comparison of their records, give facts about individual members of teams, state the occasion for the contest. The coming event may be an occasion for publishing stories of past contests between the two teams.

The story may give details of preparation for the contest, degree of public interest in it, arrangements for the place where it is to be held (often a whole stadium is built for a prize fight), selection of officials, predictions of experts as to the outcome.

Technical Knowledge. To be a good sports writer it is not necessary that the reporter be an athlete. He must be interested in sports. He is helped by an understanding of the finer points of the game he is covering; but even more important is an understanding of the features of the game that will appeal to the public. For instance, in news stories of football games, the backfield men and especially the players who carry the ball are discussed a great deal more than the linemen. Undoubtedly the linemen receive in news stories a great deal less than their share of recognition. The blame, however, does not rest on reporters, for they merely write what they know the readers will want to read.

What is said here applies to other sports. Babe Ruth probably received more mention in the newspapers than any other five baseball players combined. It does not follow that he was a greater player than any other five men combined, but merely that his playing was so spectacular the public wanted to read about him.

Although many writers prefer to devote their talents to more serious matters than sports, there still are attractive opportunities in sports writing. Sometimes it provides a steppingstone to professional free-lance and fiction writing.

The following two examples of sports stories written by students are well handled except that they make the common mistake of failing to make clear in the leads what type of sports they are reporting.

Peterfeso Outstanding As Powerful Johnson Squad Downs Central

Novotny and Trumper Star For Central Team Under the Blinkers; Pennant Possibility Hits New Low With Red and Black's First Conference Defeat; Numerous Scoring Chances Missed as Team Coordination Was Off Form

One powerful piece of T. N. T. in the form of broad shouldered, stocky Harold Peterfeso blasted both Central's stalwart line and its city conference title hopes a week ago last night under the Mazdas at Lexington when the Johnson Governors rode over Central's vaunted Minutemen 14-0.

Led by the line plunging of the Johnson Joesting who galloped through the Red and Black forward wall at ease, the Governors scored twice while they kept Central's diminutive speed merchant, Jack Larsen, bottled up the whole night.

The tale might have been different if the Minutemen had taken advantage of some of the opportunities offered them. The last few seconds of the first half found the Centralites down on the Governors' 5-yard line but were unable to score. Another muffed opportunity was the pass by Novotny that fell through the outstretched arms of Lynch who stood but a few yards from pay dirt with the nearest enemy tackler five yards behind him. The third unsuccessful attempt to score came in the third period when the Lexington Avenue gridders marched deep into Johnson territory only to lose the ball when a reverse, Larsen to Novotny, resulted in a fumble.

Johnson's initial score came when Peterfeso plowed over in the second period from the 4-yard marker after running the ball for two long gains through the Reed-coached squad. Peterfeso also converted.

Their last marker came in the third quarter when Peterfeso again brought the ball down to the 1-yard line and on the next play started into the line and threw a lateral to Bob Dorr who skirted the left end to score standing up.

Although Central was defeated, the heads-up playing of some of the Minutemen was one consolation to the disappointed Red and Black fans. Bob Wise has shown himself to be the Central rival to Peterfeso's glory with his driving line smashes. Ed Trumper who was voted the city's most valuable player last week, was brilliant both on defense and offense. Ted Primavera turned in a beautiful game at guard as did Phil Sauer, and Herb Sevlie at the tackles.

The biggest shortcoming of the team this game was the weakness at the right end position which Sevlie finally had to cover, moving over from his tackle position.

— *Central High Times*, St. Paul, Minnesota

Martinsburg Falls Before Blue And Gold

W. H. S. Defeats Bulldog Eleven 12-6 on Alumni Day

Playing before an estimated crowd of 3000 fans, including a large number of Alumni, the Blue and Gold Tornado in its first league contest won a 12-6 victory over the Bulldogs at the school stadium on October 2.

Don Shockey proved to be the spark for the Tornado. Both Baker and Grumbine were outstanding in the backfield, as was Rock on the line.

The Englemen scored 6 points in the first quarter, making the score in the first two minutes of play when Baker took the kickoff from Martinsburg on the 20 yard line and scampered to his own 28. On the next play Shockey sliced off tackle and ran 72 yards for a touchdown.

Twice in the second quarter the

Tornado came within scoring position but lacked the urge to carry the ball across, the last time, Shockey taking a punt and running to the 9 yard line from where on the next play he ripped through left tackle to the one yard stripe. A penalty carried the team back and the ball was lost on downs, just before the half ended.

The second score of the game was made after Woolridge intercepted a pass and ran 13 yards, starting a march down the field. On the next play Baker ran 43 yards to the twelve yard stripe. Shockey then smashed through the line for six yards, and on the next play Baker tallied the six points.

In the last quarter, the Bulldogs' stars flashed into action, when Lloyd intercepted a pass and ran to Waynesboro's 21. Butts, the Bulldogs' threat, pressed the ball toward the goal but was hurt and had to be taken from the field. Devers then took over the vacancy left by Butts and carried the ball to the eleven yard stripe from where he passed over the goal line to Noll for a touchdown, Martinsburg's only score.

— *Blue and Gold*, Waynesboro, Pennsylvania

There are many sources of good sports stories besides games. In the following example the reporter, through his extensive knowledge of the subject, has produced an excellent story.

Tigers Boast Of Uncrossed Goal Line In 4 Games

Brookings, Mitchell, Yankton And Aberdeen Loom Formidable Foes Before Huron Clinches 1937 Loop Championship.

Boasting an uncrossed goal line, top-heavy victories over Madison,

Miller and Rapid City in non-conference play, and an impressive 18-0 win over Watertown in their 1937 Eastern South Dakota Conference debut, Coach George Deklotz' fast stepping Tigers have more than lived up to their pre-season position as co-favorite with Sioux Falls to cop this year's loop championship.

But despite this convincing early display of strength, to Coach Deklotz this final month of the 1937 season has too many pitfalls looming ahead before he is willing to talk in terms of a circuit championship. Not until

Brookings, Mitchell, Yankton and Aberdeen have surrendered will he admit that he really possesses another title winner.

As matters now stack up, following Aberdeen's surprising early season run through all competition, the Tigers' run-in with Coach Ray Antil's surprising Eagles, and their clash with Yankton the preceding week-end, carry the greatest possibilities of a Huron upset. Brookings next Friday night is expected to be troublesome, as will Mitchell the 29th, but with only the uncertain basis of comparative scores to go by, dope definitely points to Huron victories.

Aberdeen, by virtue of its 14-0 victory over Watertown and a surprisingly simple conquest of Mitchell, 19 to 6, apparently holds the key to the Eastern South Dakota Conference championship situation. Facing both the co-favored Huron and Sioux Falls outfits, the Golden Eagles are regarded by many as packing enough punch to upset both and hand their new coach the first Aberdeen title in many a moon.

Sioux Falls, with a 26-0 win over Brookings' reputedly strong lineup, offsetting the loss of prestige suffered by a narrow one touchdown edge over Yankton, probably will find Aberdeen as the biggest hurdle in the path of its third consecutive league championship. The Warriors do not have Hu-

ron on their 1937 schedule, conflicting dates making it impossible for Coach Deklotz to arrange a meeting with Coach Howard Wood's title defenders. The last engagement between the two teams — in 1930 — resulted in a 14-6 Huron victory. In 1934 when Huron and Sioux Falls tied for the championship, tentative arrangements for a late season game never reached a definite state.

In view of early occurrences within the loop, the 1937 Eastern South Dakota race is now strictly a three-team affair, with Sioux Falls, Huron and Aberdeen the only teams claiming perfect records. Watertown, apparently far below par strength, has bowed to Huron and Aberdeen, and still must play Sioux Falls, while Yankton, apparently headed for bigger things in a football way under Coach Lorne Arnold, is about counted out as a result of its loss to Sioux Falls but promises to stir up trouble for other title hopefuls.

The standing of teams in the Eastern South Dakota loop is as follows:

Team	Won	Lost	Pct.
Aberdeen	2	0	1.000
Sioux Falls	2	0	1.000
Huron	1	0	1.000
Brookings	0	1	.000
Yankton	0	1	.000
Mitchell	0	1	.000
Watertown	0	2	.000

— *Tiger*, Huron, South Dakota

Sports Feature Writing. Sports fans love to discuss and speculate upon various sports events. They have their favorites and their antipathies, their pet theories, all more or less fickle, illogical, and personal. Many large dailies conduct columns, or "colyums," in which the writers discuss timely sports events freely. Usually this colyum is signed with the reporter's name or nom de plume, and it may carry the same title from issue to issue, with or without a headline. Colyums vary widely in form and content, as the writers of them differ in personal characteristics.

See the following examples.

Cage Collateral

By PHILIP OLOFSON



BANNER YEAR

What with the crimson gridders and harriers snatching themselves the unofficial but nevertheless publicized state crowns, it appears that our fast-moving cage cohorts should likewise distinguish dear old North. Their performance Saturday evening bodes no good for future foes of the hardwood but, despite their various abilities in cavorting between the two iron rings, the odds are about 720 to 1 against their winning the much coveted and official state basketball crown. Inspired by like successes in football and cross country, these energetic courtmen may surprise everyone — including themselves.

NIFTY NOTES

Bedford dulled Washington's Hatchets 38-12, November 24, establishing themselves as one of the state's best. . . . Tipton, the small town which had such a powerful but ill-fated five two seasons ago, dumped Everett Case's Frankfort club 21-16. . . . Marion tripped Anderson, 1936-37 state champs, with a 21-15 total. . . . The Indians, it seems, are due for a let down. . . . It's about time. . . . The state crown has been parked at the Archie Chadd-coached institution so many times, it's become a fixture. . . . The sweat jackets worn by the Masonic Home netters were presented to them by our local Masonry. . . . Traitors in our midst. . . . There were four jump balls inside of fifteen seconds during the

initial stanza of the Redskin-Craftsmen contest. . . . Shortridge, defeated 6-0 by their city foe Technical of Indianapolis several weeks ago, which spoiled their unbeaten and untied record, was tied 6-6 by Broad Ripple of the same city which splashed a second blemish on their formerly coveted record. . . . Nasty fellows these "Big City" gridders. . . .

FUTURE FANCIES

Last week's winners came thru with flying colors but not large margins. This weekend's clashes, several of which can go either way, look like this to your maestro. Our Reds should get two, humiliating Central 37-31 and blasting Nappanee 43-22. South Side may get a pair but, dreamy-eyes us, we say Rushville 37, South 34 and South 43, Kendallville 28. Matter of fact, Central Catholic 28, Peru 35 and C. C. 33, Ossian 27. Please don't let this get around!

SOMETHING I READ

Wilbur Brookover is doing the basketball mentoring at Auburn. He succeeds "Zeke" Young, fiery tempered, but, nevertheless, one of the best-liked bosses in the N. E. I. C. "Zeke" practically talked his team into a 49-48 win over the Redskins two years ago and repeated last season by a 32-29 margin. Best of luck to Brookover. With net prospects at their present ebb, he undoubtedly will need it.

— *Northerner*, Fort Wayne, Indiana



By WILLIAM STOKES

Bulletin

In the last issue, the amateur forecasters of our school were challenged to guess beforehand the score of the baseball game with New Dorp, then still in prospect. Your columnist had hoped that all six readers of his bi-weekly ramblings would respond, but he certainly was not prepared for the flood of entries that fell out of the Crow's Nest mail box, when he opened it. A reading of them disappointed him, however.

Donald Wiltbank must have decided to be a sure winner for he submitted 36 (count certified) guesses! The laugh is on Don, though, for he did not win. Dave McBride, hot corner guardian of the Minstrel nine, took the prize by correctly guessing the score. Since a "nice pasteboard" was promised the winner, and Dave is admitted with a player's pass to all games, the prize will be changed to "a nice paste with a board."

Don Wiltbank is hereby nominated as president of the 99% Wrong Club and may be presented with the booby prize — the privilege of presenting the prize to McBride.

New Shortstop

As a replacement for Douglas Storck, who recently left school, Vinnie Florkiewicz has been given a place on the Minstrel nine. Vinnie is well known as a member of last year's championship basketball team. He first appeared in uniform at the Curtis game, although he did not break into the lineup.

— *Crow's Nest*, Staten Island, New York



By Bob Burt

Central's duo-champ mermen hope to be able to welcome Coach Hardie Pearce's trackmen into the fraternity of champions tonight as a result of this afternoon's Inter-High track meet.

The defending champions' only big worry seems to be the maroon runners from the blue's traditional rival,

McKinley. Coach Pearce however, predicts a clean-up for his men.

One of the big reasons our in-and-out ball club has failed to win consistently, according to Jimmy Middleton, is due to the fact that Middleton and Smith have been unable to play the type of ball which they are accustomed to playing. In the past three Inter-High games they have connected for a grand total of two hits each. Let's hope these ball players get started and begin to live up to advance notices.

Val Machen, former track star, who plays in the band that is predicted to take the place of Jimmy Gandley's,

has finally decided to enter Maryland University where he will major in business administration.

We notice that *lucky* Diver Charlie

Reed won his laurels recently on *unlucky* Friday the thirteenth.

— *Central Bulletin*, Washington, D. C.

Sports Spatterings

Warren Randall, Editor

Paul Scully, '37, was recently awarded his numerals at Notre Dame in cross-country. He placed fourth in a varsity-freshman dual. He was the star of Lewiston's cross-country runners . . . Bob Roy, '36, is doing some swimming at Yale. He swam the 220 on the Blue Streaks first swimming team . . . There's hope for Jack Russell yet. Down in Georgia this past season a boy who carried the water pail for two years decided to try out for the team. He started at quarter-

back in the first game, intercepted a pass in his own end zone, and ran it back 108 yards for a touchdown . . . Thanksgiving morning Lewiston and Edward Little football men got together to turn back the local Shamrocks. Michaud and Zenkevitch opening up holes for Griffin made an unusual combination. Eddie Harkins played in street clothes and a helmet . . . We'll stick our neck out on these selections: California in the Rose Bowl, Colorado in the Cotton Bowl . . . Girls' golf is still swinging along . . . Ski fans are congregating at Cobb-Watson's Ski Hut . . . Johnny Litchfield, once of E. L., has been to Chile with a Dartmouth ski team, and is now scheduled for Sun Valley, Idaho.

— *Booster*, Lewiston, Maine

Crime. When a crime is committed, the public may be horrified or outraged. However, most persons except those directly affected are impressed largely by the dramatic element of the event. It suggests action, struggle, adventure, danger. Likewise the pursuit of the criminal is a game of grim hide and seek, with life and liberty of the criminal and the safety of society at stake. And when the criminal or suspected criminal is brought to court the trial is another grim drama. The public may condemn the criminal for his acts, but still he is a man fighting with every weapon at his command and with every ounce of his strength for liberty or life. Such a spectacle is the essence of drama.

In writing a story of a crime the reporter must use his imagination to the utmost to picture in his mind all of the known facts about the event to find the feature of the story. It may be unusual methods used by the criminal, his daring, the danger involved, the ingenious or courageous way he was foiled, surmise or certainty as to who he is. The reporter must look closely for unusual aspects of the case.

Between the time of the crime and the time the paper goes to press there may be developments that will become the feature or even change the entire story.

Danger of Error. Reporters are doubly careful in checking the accuracy of what persons tell them about unexpected, startling events. Rumors fly at such times and people are likely to tell for facts what they have heard only as rumor.

No matter how exciting the circumstances of the unexpected event are, the reporter must retain his composure. Otherwise his notes will be disordered and unreliable. In writing he should give due consideration to the circumstances under which he got the information.

Covering the Trial. The reporter must avoid the danger of becoming lost in the maze of court proceedings with all their technicalities. Experience is necessary in distinguishing what is important as news and what is not. Although the court is conducted according to exacting and technical rules, the reader of the paper is little interested in all that and wants, rather, the human side of the event.

Danger. There are so many kinds of stories in which the dramatic element is present because of danger that it is practically impossible to classify them. Each day there are stories of dangers encountered by human beings, dangers that are overcome and dangers that are not overcome: aviation, fires, traffic, exploration, animals, war, storms.

How was the danger dealt with? What circumstances provided or prevented escape from it? What was the outcome of the dangerous situation? The answer to these questions sometimes suggests the feature.

"Success" Stories. Human beings are constantly striving to achieve desired goals by extraordinary effort, by originality, by exercise of the creative faculty. And much of the newspaper's daily account of events deals with these efforts. Business institutions contest with each other for supremacy; so do industries; so do individuals. Politics is the essence of contest for supremacy.

Some schools have contests in music, debate, declamation, commercial work, in fact almost all phases of education. There are contests for scholastic supremacy. In transportation there are contests against time. So great is the range of this element

of contest in life that it is hardly feasible to attempt a detailed discussion of it and its tremendous significance. The reporter must develop a sensitiveness to it and its myriad manifestations.

Accidents; Unexpected Events. The student reporter will have little occasion for writing stories of unexpected events. However, there is an occasional accident or other unexpected event that will have to be covered. Traffic, hazardous occupations, fires, weather, explosions, floods, earthquakes, are common types of unexpected events.

The basis of appeal to reader interest in stories of unexpected events may be to the sense of the dramatic, to emotions, self-preservation, or curiosity, or to several or all of these at once. If the accident is near home, the appeal is likely to be largely to self-preservation. If in some distant place, it is more likely curiosity or drama.

Accidents and unexpected events are apt to impose severe demands on the reporter, both in the gathering and in the writing of the story. They must be covered immediately; the reporter is probably on the job within a few minutes or even within less than a minute of the time the accident becomes known. He may be thrown suddenly in the midst of wild excitement. Possibly the event is a disastrous fire involving danger or destruction to a large section of the city and great loss of life or property.

The reporter must remain calm. He must work fast. He must find, if he can, what caused the fire; how, when, and by whom it was discovered; and what the loss is. He must learn whether or not there were acts of heroism; he must search for curious incidents connected with the event. He must get the names and identification of persons injured or killed; the amount of the loss. He must be skeptical of what he is told. By remaining calm himself, he will inspire calmness in persons he interviews.

Fire Alarm Cause of Excitement After School—And Many Feel Foolish

That's the fire bell. It must be a	mind last Friday after school. Every
real fire. No one could be ringing a	typewriter was taken by some am-
fire drill at four in the afternoon! So	bitious student typing diligently,
ran the chain of thoughts in many a	when suddenly the fire drill sound-

ed — no one said a word — quite unlike a regular fire drill — each stood and filed quietly out into the hall.

What was that blue and gray streak that just flashed up the stairs at the south end of the hall? Now it's bumping around upstairs; here it comes down the middle stairs — oh, it's only Mr. Dondero; and was his face red. But then, so was everybody else's, for there wasn't a fire at all. Some

girls playing in the hall bumped the fire box and as Miss Frazier had forgotten to lock it after the fire drill Monday morning it was jarred loose.

But after Floyd Scott received a shock and Charles Garner came to his rescue with a tennis racket, Mr. Brinley and Miss Frazier fixed it and everyone went on about his business again.

— *Desert Breeze*, Las Vegas, Nevada

Although there is humor in this story as well as drama, even a suggestion of fire makes a powerful dramatic appeal.

Daredevil Breaks Back in 186-Foot Leap Off Bridge

Wife, Mother See Diver Shatter Six Vertebrae in Plunge

Physicians Declare Athlete Unlikely to Walk Again

For the love of publicity and the hope of a fee, Ray Woods, widely known professional diver, leaped from the San Francisco-Oakland Bay Bridge yesterday to his possible death.

If he lives he faces a life of helplessness, for his spinal cord is believed severed and physicians say he probably will never walk again.

WIFE, MOTHER PRESENT

Woods' wife and mother watched the frightful 186-foot plunge, saw him flounder through the air, flapping strangely as a strong wind whipped his body, and then hit with a terrific splash that sent spray high into the air.

One hundred and eighty-four times before they had sat and watched him make similar dives in many parts of the country.

The leap was made at 3:25 P.M. from a girder of the truck deck on the San Francisco-Yerba Buena span, about 100 yards west of the island.

The death defying act was witnessed by less than a score of persons.

CLAIM WORLD RECORD

Jumping from a truck that carried him out onto the span, the 30-year-old diver-school teacher of St. Louis, Mo., clambered over the side,

threw off his robe, shouted "Everything O. K.?" to a boat below and then leaped—to set what his wife claimed was a new world's record for a high dive, the first man to jump from the great arch.

As he poised, his brown body clad in a blue bathing suit etched against the aluminum girders, his back was toward the Golden Gate.

He jumped backwards and plummeted straight down for the first few feet. Then he snapped double for a back jackknife dive.

HITS BENT DOUBLE

The wind slapped him. He never straightened out. His arms swung wide from his body. He hit with a sickening crash.

"He's dead," someone screamed from a waiting boat.

Seconds later his body reappeared in a swirl of eddies a few feet from where he had gone down. It hung there like a carpet thrown over a clothes line—head and feet down, back barely reaching the surface.

There was no movement, except the circling waters and the waves that lapped over the still form.

RESCUERS RUSH IN

His rescue boat swung hastily to pick him up.

Other boats rushed forward.

Ted Needham, famous San Francisco diver, who was named All-American interscholastic champion, dived from a boat and swam to rescue the injured man.

For minutes he struggled in the waters before a boat pulled along side and they were dragged to safety. At one point Needham yelled for the rescuers to "Hurry up" as he fought to keep Woods' head above water.

HELMET KNOCKED AWRY

As he was lifted from the water, the black leather football helmet he had worn to protect his head was askew—strangely like that of a gridiron player who had hit a line that was too strong—and his bathing suit was pulled down from one shoulder, exposing padded guards about his chest and abdomen.

— *Chronicle*, San Francisco, California

This dramatic story was considerably more than a column long and the same edition of the paper carried a number of subsidiary stories about the event; it also published several pictures showing the diver hurtling through the air in his leap and being taken from the water.

SUGGESTIVE EXERCISES

1. Find in newspapers a dozen stories of meetings. Make note in each case what the story starts with—whether a person's name, something that was said or done at the meeting, or a mere statement of the fact that there was a meeting.
2. Interview your history teacher on some public issue and write the story, taking special care to start with the most telling or striking statement the interviewee made.
3. Similarly interview your science teacher on some question of scientific interest and write the story.
4. Find examples of formal interviews. Compare them, especially their beginnings, with the examples you found in exercise 2.

5. Clip five news leads of meeting and interview types of stories from a daily newspaper and rewrite each one five times, arranging the 5 w's in various orders and noting each time how the effectiveness and interest of the lead are affected. Carry out a similar exercise for the contest type of stories.
6. Clip a dozen examples from newspapers of stories of contests other than athletic contests. Observe how the reporter tries in each case to bring the most striking phase of the event into the first part of the first paragraph.
7. Make a list of the dramatic words and phrases used by reporters in a half-dozen stories of accidents.
8. In the lead paragraphs of a half-dozen stories of accidents, find examples of facts giving loss of property, loss of life, causes of the accidents, unusual features attendant upon them.
9. Write a review of a music recital or concert you have heard recently. Mention outstanding selections played; characterize them briefly; describe the artist's manner and attempt to appraise his qualities. Avoid editorializing.

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CHAPTER VII

THE FEATURES

Feature Material Is Varied. In the selection of feature material the newspaper has the widest possible choice. In newspapers over the country there is a striking sameness in the news columns. Now compare newspapers as to their feature material. They differ markedly. One newspaper publishes book, music, art reviews; articles on science, industry, social problems — all of them competent and authoritative. Another publishes pages of articles about ancient crimes, notorious divorce cases, and other trivialities. Thus it may be said that the newspaper reveals its character as much in its features as in its news columns.

There is no way to classify all newspaper feature material. Each newspaper publishes what it believes will interest its readers; and each newspaper has its own standards of taste, excellence, quality. Although a newspaper tries to publish material of interest to everybody, it still tends to build up a following among certain classes of readers. This is because of its policies and the character of the men guiding its destinies.

The functions of feature material are to inform, instruct, interpret, entertain. Almost all newspapers publish material intended to fulfill each of these functions. Hence you will find in the feature columns poetry; fiction; criticisms of art, music, theatricals, books, public affairs; articles on sports, fashions, travel, history, education, industry, science, exploration, phenomena of nature, animals, agriculture, curiosities of all kinds. You will find also that these subjects are treated in various manners. Some feature articles are authoritative, scholarly works of serious nature and authentic value to persons desiring to be informed. Others are written for "popular" appeal; they are superficial, shallow; they deal with platitudes, with mere novelties of things rather than with their real import.

Even the most sensational newspapers publish some material

of value; and even the most conservative publish some trivial material.

The third chapter of this book describes feature material in two large daily newspapers. That students are capable of writing worth-while feature material is shown by the following examples.

A WINTER NIGHT

The sun has set behind the western
cloud,

The night on silent wings falls on
the land

The cold north winds begin to
moan aloud

And the snow we know is once
more close at hand.

The trees are bare, their leaves are
gone,

The stars in heaven show no sign
of light,

The cricket sings his cheery little
song

And thus sets in another winter
night.

The old folk gather round the
open blaze

And tell the tales their fathers told
before.

The children huddle at their feet
and gaze

With wonder at their shadows on
the floor.

Then off to bed; the blazing fire
is gone,

Without, the northwind shrieks his
mournful song.

Robert Frame

— *Henryetta*, Henryetta, Oklahoma

The value of creative writing is not necessarily that it may help the writer to become famous, but rather that it provides him with a means of communicating his thoughts, fancies, and feelings, an important element in the development of his mind and personality.

Following A Hobby

Have you ever been bitten by the hobby bug? I have! It happened like this: I was one of the fortunate volunteers to obtain permission to use one of the microscopes set aside for health students. My first look through its lenses was followed by an intense interest in this newly discovered hob-

by, which I have followed ever since. With the guidance of Miss Barnes and the companionship of other interested students, I studied the wonders of the unseen world. Through the magic of the microscope, new meaning was given to the life existing around me. Yeast was shown to consist of living, moving, reproducing cells. Strange forms of life too small to be seen with the unaided eye were revealed with

amazing clearness. The paramecium was the first one-celled creature to be seen in my search for new things in the minute world. That peculiar animal, though invisible to the naked eye, when viewed through the microscope, exhibits the beginnings of a digestive system. It zig-zags across the field of vision, hunting for food, trapping smaller creatures and digesting them. The structure of a single cell, the combination of numerous cells in different forms of plant and animal life, the marvelous complexity of even the smallest creatures were further revelations of my study. My experiments revealed odd facts about life which I do not believe I could have found otherwise.

For a period of weeks Miss Barnes willingly assisted me whenever pos-

sible, giving me advice and valuable pointers. She is typical of the finer type of instructors at Central High School. She seemingly has no favorites, but willingly gives assistance to those who manifest interest in health and the problems of hygiene. Many other inspiring teachers are willing to spend extra time in assisting students in following interests outside of the regular classroom work. Music, the drama, Spotlight, and Caldron are among the activities which are open to Central pupils. We students should be truly grateful for these chances to follow hobbies and special interests under the guidance of these fine instructors.

Norman Schroeder
— *Spotlight*, Central High School,
Fort Wayne, Indiana

Perhaps this student succeeded in transmitting some of his enthusiasm to readers, giving them, too, a view of the "wonders of the unseen world."

Chinese Etiquette in Hawaii

Chinese etiquette and customs have changed considerably since the first Chinese people came to Hawaii. Some of their traditional customs are not in use here today. These that I am going to give are customs which I know are in use today; comparing them with those which are in use in China.

At Birth

When a first child is born to a couple, he receives the greatest attention and ceremony. It is considered very bad luck to take the child away from his home during the first month of his birth. During that period his relatives and friends usually pay visits and present gifts to him. The gifts are usually clothing for the child or money wrapped up in red paper. The grandmother of the child on the mother's side is obligated to make for the child two dresses, two bonnets, and two undershirts.

A first baby boy receives the greatest honors. Let me quote these verses

from an ancient Chinese classic which indicates that the status of women in China has changed but little through the ages. Today, as when these lines were written, the female of the species is considered of small importance among the majority of the Chinese.

When a son is born, in a lordly bed,

Wrap him in raiment of purple and red;

Sceptres of gold, and playthings bring,

For the noble boy who shall serve the king.

When a girl is born, in coarse cloth bound,

With a tile for a toy, let her lie on the ground;

In her rice and tea be her praise or blame,

And let her not sully her parents' good name.

Doris Hec
— *Daily Pinion*, Honolulu, Hawaii

Perhaps this little article about customs of the Chinese has helped some young persons to develop an interest in the ages-old problem of understanding the races other than their own.

The following articles show that it is not necessary to be solemn to be informative and instructive. Some of these stories are instructive, all are lively, and some are humorous. In general, they give little glimpses of the schools they represent in such a way that students and teachers should understand and appreciate them better.

LITERARY

Snow White and the Seven Dwarfs

MARY GRAHAM '39

"HERE'S a fairy tale I've just written," said a middle-aged man to his publisher.

"Fairy tale?" questioned the publisher wonderingly.

"Yes," replied the writer. "it's the first one that I've ever wanted to write."

"But a fairy tale—you've written much, it is true; but your writings have always been upon such subjects as philology or science."

"I know. But this is something I've always wished to write sometime—ever since I was a little boy. Ah, well, perhaps it is useless to give it to you; probably no one would read it anyway," said the writer sighing.

"I'm sure it will be interesting. If you don't mind, I think I'll read it right now."

"Go right ahead."

"Once upon a time," began the publisher, "there was a king who

had a daughter who was heavenly beautiful . . . and they lived happily ever after."

"Why, this is wonderful," he exclaimed when he had finished. "Now tell me, why did you write this?"

"Well, here's the story. There was once a little boy about eight or nine years old. He was seriously ill, had a tumor in the neck which required a serious operation. Naturally, being a child, he was very nervous and frightened. The doctor called the nurse and the boy's father over to a corner to talk things over.

"Is he very ill?" inquired the father anxiously.

"Yes; very ill. He has to have an operation—an operation which requires that the patient be absolutely still or . . ."

"Or what?" asked the father as the doctor paused.

"It will prove fatal. Now this

nurse has a system which has seemed successful so far. Do you think you can do it this time?' he said, turning to the nurse.

"Yes, I think so. I shall tell him a fairy story."

"A fairy story!" exclaimed the boy's father in amazement. 'But how can that quiet my boy? See how nervous he is!'

"Hush," said the doctor. 'We must be quiet.'

"The nurse came over to the boy and started this story which you have just read."

"And that little boy?" asked the publisher at the end of the story.

"I was that little boy."

"You were that child? And because of that you wrote that story."

"Yes," replied the writer.

"But what have you called it?" inquired the publisher.

"I thought I would call it 'Snow White.'"

"Yes; Snow White—Snow White and the Seven Dwarfs."

. . . .

That writer was Jakob Grimm, who has written many books, but who is famed more for his collection of fairy tales which are known and loved by everyone. Now the story, "Snow White and the Seven Dwarfs," has been immortalized by the creative genius of Walt Disney, who has been a pioneer in the field of animated cartooning. His first attempt at a full-length technicolored feature has been a great success.

— *Red and Black*, Newport, Rhode Island

So What?



Pardon us while we get cynical:

ESSAY ON HONESTY

Honest is:

What preachers say you should be.

What parents hope you will be.

What you try to be.

What everybody doubts that you are.

After that little bit of original cynicism we want to compliment, quite sincerely, the Boys High Glee Club and their director, Douglas Rumble, for the fine type of choral music they have produced on several occasions recently.

At the city concert recently, they made quite a hit, but it was on the Boys High radio broadcast the past Wednesday that they really went over, singing on this occasion several Negro spirituals to supplement a program dealing with the life of Joel Chandler Harris, creator of the fa-

mous Negro character, "Uncle Remus."

There is no doubt about it, the boys are really good, and the explanation of their superiority to other such organizations lies not in any person's special brilliance but in the unusual ability and willing work of all.

Their present excellence is the result of a lot of work—careful selection of voices, and long, tedious rehearsals. But the result has been worth it.

Yet, this group has never appeared before the student body of Boys High School!

With such talent around the school as the glee club, orchestra, band, various other activities, and individual performers; and with the wealth of outside talent available, **WHY DON'T WE HAVE REGULAR ASSEMBLIES!**

In the death of Jimmy Parks of Tech High all rivalry between Boys High and Tech High is forgotten. Jimmy was well-known and liked at Boys High and we all extend sympathy to those who will miss him most.

At a meeting of the Atlanta Elementary Principals club, which we were privileged to attend last week, representatives from each of Atlanta's high schools were given the opportunity to indulge in public—something that every school boy likes to do and does—in private. They got to criticize teacher to her face without fear of getting stuck!

Our subject happened to be one which did not permit of very much criticism, nor would we have been inclined to voice very much anyway after the dinner we had—but it was interesting to note in the various talks the fact that every speaker—not the class bad boy, but outstanding pupils—had been struck during his younger days with the “Teacher

knows everything!” and air of superiority which undoubtedly emanates from teachers in the grammar grades.

The principals were quick to recognize this and quite frankly admitted the condition, so perhaps pupils aren't so malicious after all.

Another interesting thing at the meeting was the proposal by the Alumni representative of Tech High, Charles Byrd (who, by the way, teaches at Tech High), that the modern school should have its publicist to perform the same functions as a movie star's press agent, a person who would have the time, ability, and connections to make the public see just what the schools were and what they were doing.

(Principal H. O. Smith of Boys High had the same idea several weeks ago, by the way, and appointed J. C. Hepler, English teacher and Tatler adviser, to the post of public relations director for Boys High.)

— *Boys High Tatler*, Atlanta, Georgia



After having seen the *real* Romeo and Juliet, our two counterparts have gone *very very* Shakespeare, and intend from now on to conduct themselves as befits subjects of the immortal bard—with nary a slip into good old American slang. Are you listening?

“Romeo, Romeo, wherefore art thou, Romeo?”

“On the other end of the wire, little one.”

“I said wherefore, not where, Romeo. Anyway, what are you doing tonight?”

“Ha! Is't come to where thou art asking me for a date?”

“Certainly not, but I think it is high time that thou and I read Shakespeare. We will start with *Romeo and Juliet*.”

“Why?”

“Don't ask dumb questions. Thou dost as I bid thee do.”

"Art thou threatening me, by any chance?"

"Blackmail, if necessary, but thou wilt be here in one hour. I know it, I."

"Eye? What hast thy eye got to do with it? Personally, I fail to see the connection."

"Oh, sign off, Romeo. Thy chatter is as the croaking of raven in mine ears . . . But thou wilt come?"

"I come — if I can get the car. Father Montague asks many questions."

"Like father, like son, methinks. Farewell."

"What's in a name? That which we call a rose,
By any other name would smell as sweet."

Joe GREAVES for the chance to go to more than one noon dance.

* * * *

Bonnie says she is tired of KARREN for someone who doesn't care for her.

* * * *

We have numbered among our students WRIGLEY, SPEARE, and GUMM. Just now we're paging a Mr. or Miss Mint. Just look! Wrigley's Speare-Mint Gumm.

* * * *

We have oceans of fish around school, and among the best for angling is David CALMON.

* * * *

The MOYES she has the MOYES she wants. We are referring to Marguerite and the copy for the front page of the Scribe.

* * * *

Just the other day we watched Bernice BOLTON down a luscious hamburger. She seemed to enjoy it greatly, despite her obvious haste.

* * * *

When the temperature is VLOE zero, we get a chill BLAINE.

— Brocktonia, Brockton, Massachusetts

Flash! Students Discovered Who Keep New Year Resolutions

**McGee Declared He Wouldn't
Chew; Oppenheim Stopped
Swallowing Gum.**

By EDA HILLMAN

It's maybe just a mite surprising to learn that only a few people even

attempt to make New Year's resolutions. Of course, we always knew that no one ever keeps them, but it's just a bit disillusioning to find that such a small number make them. We admit, however, that it's the sensible thing to do. If you don't make any you don't break any.

Be that as it may, out of thirty-

three and one-half people questioned (we refuse to disclose who the half is) only five admit to keeping a resolution a whole year. There were many who declared they had kept them ranging over periods of from two days to two months, but that doesn't count.

Edward Burtenshaw and Essamary Parker would not reveal the nature of their resolutions, and no amount of questioning availed.

Roy McGee was not so secretive,

but perhaps we caught him unaware. He said that his was that he wouldn't ever chew. (Tobacco, of course.)

Did you know that Alice Oppenheim swallows her gum? She made a resolution last year that she wouldn't swallow any for two months and kept it, too. However, she soon got back into the habit again. That might be worth learning. It would, perhaps, come in handy now and then.

The Colyum. A colyum writer has a department which he writes regularly, sometimes daily. He may express his own opinions. His purpose may be to entertain or to discuss subjects on which he is an authority. *Colyum* (pronounced col-yum) is a corruption of the word "column." Although it is probably not generally accepted, it seems advisable to use it, since the word "column" has other meanings.

Colyum has a rather loose meaning. In one sense it is applied to any department of the newspaper's feature material that is conducted regularly by any one person. For instance, specialists in various fields such as health, care of children, styles, gardening, write daily articles for the newspapers and hence are colyumists. In a narrower sense of the word, colyum is used with particular reference only to such of these departments as are humorous or at least intended more for entertainment than for information.

Origin of the Colyum. Up to about the end of the nineteenth century newspapers were small enough so that the editor could personally handle nearly all material published; consequently the editor's personality was the paper's most outstanding characteristic.

From then on the newspaper became too large and too complex to be dominated by one person. Hence it lost that personal quality and publishers feared it would accordingly lose its appeal. To meet the deficiency, publishers developed the idea of having men write their personal colyums in the paper. Colyumists do not necessarily express the editorial policies of the paper, but rather are allowed a great deal of latitude in expressing their own views, ideas, opinions.

How well this scheme succeeds in satisfactorily replacing what had been lost is another question. But the colyum has remained as a characteristic of American journalism, although the nature of the materials in the colyum is constantly changing as society changes in its styles, interests, attitudes. Following is an example of a colyum from a high school paper.

❖ ABRACADABRA ❖

BY DON DOE

Herewith is tendered probably my last paragraphical sensation. It seems that once more I am discarding an educational venture—simply, quitting school again. It has been a lot of fun—writing for your paper, but, it seems, my destiny is to be an AP puncher. For reasons, inexplicable—call it pecuniary—am letting my thirty for my literature career be written on the pages of the Tiger.

Once upon a time, approximately 10 years ago, I wrote a short story for Liberty—and, to my dismay and disgust, it was rejected. Since, have dabbled with pencil and mill at odd times. Then came the crash. And, here I am boring you with a batch of petty piffle and bantering persiflage concerning the fancies and tribulations of one Don Doe. . . .

Merely Musing

Remember the first time you ever saw a woman smoke? . . . When I saw a woman puffing awkwardly, distastefully on a cigarette, I stood aghast, with my mouth agape . . . that was the first time I'd ever heard the gag and stifled a loud guffaw . . . no one can be so coy as an amateur warbler when the house is registering roaring applause for another . . . when Bob Buice sang "Wagon Wheels" on the Town Hall program, it was the 'teenth time that I'd heard him expound the romance and attributes of the under-the-wagon

parts . . . Stuart Churchill's lilting tenor melodying has, no doubt, served as an impetus on the stock market for Kremel. The former Waring lad has a pair of peachy pipes . . . illness rarely comes to a schoolboy on Saturday and Sunday . . .

Received a postcard the other day from a pal in New Orleans. On one side it read: ". . . you should spend your vacation here." . . . on the other a very beautiful picture of a graveyard! . . . if George (chee Butch, soiinly) Raft wore his pants any higher we'd have a difficult time trying to take a peek at his shirt now and anon . . . according to press dispatches Joe T. Robinson makes the Democrats "go this way and that" in Washington . . . kinda, "Taming of the Shrew (d)" . . . after hearing so many crooners pleading plaintively for their "Boots and Saddle," it seems someone would give them a boot and let 'em skedaddle . . . it happened in the Capital: a lad was being bored by a flicker. He just sat biding his time between the picture and the capers of rats that ran along the aisles. . . .

At Random

. . . seemingly, the many and sundry Arkansas high schools held beauty contests before they sent their feminine delegates to our press-government meet . . . when skipping, do not go to the Crescent (so I hear) to

while the hours away . . . monotony is bountiful therein: what with a crackling screen and cowboys who awaken one trying to sneak a snooze . . . if Astaire could only sing and Dick Powell could only act and dance . . . "Colleen" was swiped by Hugh Herbert and Paul Draper. The	latter's finesse on the hoof cuts cap- pers with a dash of Astairing and a smidgin of Robinson's clickety-click- ing . . . Little Rock, the city of con- trast: Sat. nite with the Main Drag a mecca for all walks of life. — <i>Flashlight</i> , Superior, Nebraska
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Sources of Feature Material. Some feature material in newspapers is written locally, by staff members or other persons. Other feature material is written elsewhere and the newspapers obtain it through several different sources.

As in the case of news stories, the interest in feature articles is greater if they deal with phases of the community in which the newspaper circulates. Thus the razing of an old building that has historical interest may be the occasion for a feature article of considerable interest locally, although of no great interest in other cities.

It is part of the duties of newspaper staff members to be on the lookout for material for local feature stories. Sometimes a person not on the staff writes an article which the newspaper is willing to publish. Sometimes it buys such articles.

Most non-local feature material the newspaper obtains through syndicates. A syndicate is an institution that buys newspaper material from writers and sells it to various newspapers in different parts of the country. Some feature material is published by public-relations bureaus of commercial institutions. For instance, many newspapers have departments in their Sunday editions devoted to moving pictures, automobiles, and other matters of public interest. Most of the reading material they publish in these departments is furnished by the industries concerned. Some feature material comes from government bulletins and research and scientific institutions.

As small community papers often lack facilities for rapid typesetting, they need feature material ready to print. A common type of this feature material in which the reading matter is engraved is called *boiler plate*.

Much feature material deals with facts of timely interest. However, the element of timeliness is less important here than in the case of news. Generally a news story must be published at once or its value is lost. A feature article is not necessarily

an account of an event, although frequently an event is the occasion for it.

The News Peg. Sometimes a news event creates so much public interest that past events of a similar nature become of interest and are good subjects for feature articles; or the effect of the event or what different persons are thinking and saying about it makes a good feature article. Articles that are of interest because of a recent news event are sometimes called *peg articles*. That is, the news story furnished a peg of public interest on which the feature articles hang. The great Yellow River flood in China in 1938 was an event that made the following story interesting.

YELLOW RIVER DRAGONS STIR

But This Time They Aid the Chinese Against an Invader

An intimate picture of the Yellow River is presented in the following article. For nineteen years Mr. Todd has been engaged in civil engineering in China; he was consulting engineer of the Yellow River Commission when the work of controlling that great stream was suspended by the war.

By O. J. TODD

THE Yellow River is sweeping across China again, southward toward the Yangtze, death and destruction riding with it. The water from the ever-widening break in the dike moves like a great wave across the land. It moves slowly, only a few miles a day, but inexorably. It laps against houses, pushes them over, and carries away their timbers and the pathetically intimate household goods. It fills the hollows in the undulating plain, and people flee to the higher places for shelter which is often an illusion. If the water rises they die and their bodies, with those of cattle, drift away on the yellow water.

Even if the water is only a few feet deep it is sufficient to trap those who cannot run before it. Man is helpless before this tremendous natural force which wrecks his dwellings and ruins his land.

It is a man-made flood this time for there seems little doubt that the Chinese broke the dikes to check their Japanese enemies who have been mired and many of them drowned in the inundated areas. The "River of Sorrows," as the Yellow River has been known for ages, has for once changed its role and has now come, with the aid of its friendly dragons, to the rescue of the country which it so often ravages. This time many of the Chinese welcome the invasion of the river, for it is their greatest natural defense although one to be resorted to only in a moment of great national peril.

THE Yellow River, 2,700 miles long — it rises near the Tibetan border — has been a menace and a blessing to China for thousands of years. The Great Plains through which it runs have been built up by the silt it has brought from the distant hills of Kansu, Shensi and Shansi. Their fertility depends upon it, even though it

is at times a scourge which the Chinese are unable to combat. It got its name from the yellow mud which it carries, more than 40 per cent by weight at times. One cannot go in swimming in the river unless there is a pond of clear water near by with which to wash the mud from one's body.

There is no river in the world which has a more spectacular history. It has wandered from its appointed way many times, it has been fought by millions of men from the days of the great flood recorded in 2297 B. C., more than 4,000 years ago. And it is yet unbeaten. Its vagaries in the Summer, which is the time of high water, are unpredictable. The life of China in this rich, populous region containing 100,000,000 people is ruled by what the Yellow River may do.

There have been fourteen major breaks in the river since the Emperor Wu, in 2297 B. C., attempted to tame it by diverting it into several parallel channels. At one time it flowed north to Tientsin and entered the sea at Taku, and it kept to that course for seventeen centuries,

which is the longest time it has behaved. From 1324 A. D. until 1852 it flowed south to enter the Yellow Sea in Kiangsu Province, and during this time it made a great sandbar in the sea many miles from the coast. At other times it has shifted between these two points, occasionally emptying into the Yangtze near Nanking, the course which it is following at this time.

THERE are swirls in the bed of the present river which are said to be caused by villages that were drowned when the river left its bed in 1852. Excavations in Northern Honan have produced Shang Dynasty relics which indicate that a town was buried there 3,500 years ago by Yellow River mud. Between Tamingfu and Hantan in Southern Hopeh the motor road passes through the buried town of Weihsien, remnants of stone monuments protruding through the silt. In 1887 a flood took 1,000,000 lives when the river left its bed west of Kaifeng and flowed toward the Yangtze.

— *New York Times*

Local History. Frequently some article of local history makes interesting reading when it is well written, especially if it happens to be pegged to some recent event. Some newspapers conduct regular departments of local history. They gather the material from various sources such as old documents, early files of newspapers, old residents of the community. The value of this kind of material is frequently great. It preserves facts of historical interest that would otherwise be lost. Writers of histories use this material as one of their main sources. Such material, printed by your local newspaper today, may be used by historians generations hence.

Developments, Changes. Projects, new ideas, new institutions, new movements, — in general, any changes that give promise of modifying the life of the community, — are subjects for a great deal of feature material. Typical examples are political move-

ments, plans for social betterment, organized undertakings for correction of evils.

Institutions, Personages. Every community has its own citizens, institutions, and places of special interest that for various reasons are good subjects for feature articles. A significant event in the life of a prominent citizen may be the occasion for an article reviewing his career. Frequently there are familiar landmarks or names of local places concerning which interesting stories can be written by the reporter who has imagination enough to see and express the hidden interest in them. This sort of article may have historical value. The reporter's ability to make the story interesting may be sufficient to warrant its publication without a news peg.

The Local Angle. Frequently events of national or world-wide importance have far-reaching effects on the local community. Such events are good feature-article material. In this case the reporter may have to explain or interpret the event. The main part of his article will deal with its local effects.

Other Sources. It is impossible to classify all the possible sources of local feature material. *Fashions, passing styles, and fads* are sometimes worth feature articles. *Animals and children* are always possible subjects for human-interest articles. *Weather* and other *phenomena of nature* often provide material for the feature columns of the paper. Interest in all sorts of *folklore* has been marked during recent years.

Sports Feature Material. As sports constitute one of the largest departments in the news columns of the paper, so they also furnish one of the most prolific sources of feature material. Development of interest in various kinds of sports, improvements in facilities for sports, personal information about prominent characters in the sports world, changes in rules — these are some of the sources of sports feature material.

SUGGESTIVE EXERCISES

1. Write a feature article of 400 words describing the values of some course of study in your school in which you are especially interested.
2. Investigate some phase of the history of your school and write a feature article from your findings.

3. Study as many large newspapers as you can, with a view to determining which one has for you the most valuable feature material. Write an article describing your study and giving the reasons for your conclusions.
4. If you were asked by the editor of your school paper to write a regular colyum for each issue, try to decide just what type of material you would write and the form in which you would want it presented to the readers. Write samples of your colyum for four consecutive issues of your school paper.
5. Write a series of three colyums for your school paper, in imitation of the style of some professional colyumist.
6. Write an article of 300 words or more setting forth the reasons why you think certain policies should be adopted in your school.
7. Examine copies of high school newspapers from schools other than your own, with a view to finding ideas that would be helpful in your own paper.
8. Keep a record for three weeks of all the feature material you read in newspapers. At the end of this time evaluate the material.
9. Write at least one article of 250 words or more of each of the following types of feature material: humorous verse about fellow students; advice to the lovelorn, which may be humorous or facetious; impressionistic slants on school life.

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CHAPTER VIII

EDITORIALS

What Are Editorials? The newspaper must have a certain department, set off from the rest of the paper and individual in appearance, in which its publisher expresses his opinions. This is the editorial department. To understand a newspaper rightly, it is necessary that you grasp the distinction between news, editorials, and feature material, even the feature material in which the writer expresses his opinions freely. In the news columns the reporter merely tells facts of events and not his opinions. The feature writer may sometimes express his opinions, but these are not understood as representing the opinions of the publisher.

In earlier times the opinions and policies of the publisher were the newspaper's most prominent characteristic; for there was a time when the editorial as such did not exist. In American newspapers of the eighteenth century, which were modeled after English papers of the same time, the writers did not distinguish between editorials and news. They wrote the news events, incorporating their opinions and comments freely.

Policies. You hear the word "policy" frequently with reference to public life, political organizations, newspapers. What does it mean? For instance, we say that a newspaper has certain policies; just what is implied by the statement? Policies are not the same as opinions, for a newspaper's opinions may change as the subject changes. A newspaper may hold the opinion that the United States should not have entered the World War. But after it did enter the war, that opinion ceased to have force. It ceased to exist because the issues causing it ceased to exist. Policies must be based on issues that do not die; on broad, general principles such as protection of human liberties and

fostering of community cultural life. They must arise out of the character of the men controlling the paper.

The Newspaper's Character. Since the men who control the newspaper must determine its character and hence its editorial policies, it is important that you know something about the persons who control the newspapers you read; for they will profoundly influence your life and the community in which you live. Newspapermen as a class are honest, devoted, and intelligent.

Unfortunately there are some newspapers that come close to neglecting their duty to the public for selfish interests. There are newspapers that appeal in their news and editorial columns to baser emotions of mankind in order to boost circulation and enhance profits. Many newspapers are to a degree subservient to great financial, political, or other special interests prejudicial to the welfare of the people. Extremely sensational newspapers exert in many respects an unwholesome influence on society. As a reader you must have a sense of discrimination with regard to all newspapers, the lowest and the best.

You cannot estimate rightly the editorial policies of a newspaper unless you know those who own the paper. Do the owners of your paper, either as a group or as individuals, have other material interests in the community? If so, there is danger that they may be biased when those interests are involved. Are they subservient to political factions or to selfish business or financial interests? Are they persons of intelligence, high character, courage? Are they sincerely devoted to the public welfare? These questions you will find difficult to answer; nevertheless the answers are of importance to you; they should be the chief factors in determining your attitude toward any newspaper and the degree and kind of influence you will allow it to exert in your life.

Even if the newspaper is of unquestionable honesty and integrity you must still use discrimination. Its attitude toward the political parties, for instance, influences its editorial policies profoundly and is also bound to affect its news columns to a degree. A newspaper may be extremely conservative or radical in politics and economic and social affairs, and yet be honest and sincere. In either case you must take its attitude into account in estimating the value, to you, of what it says editorially.

Function of Editorials. Why should a newspaper have editorials? The answer that probably comes first to your mind is that it is through the editorials that the newspaper makes people do things they ought to do, bring things to pass that ought to be brought to pass. Actually, the problem is deeper than that. To reach the essence of this problem, let us first consider the position of the newspaper in its community.

Keep in mind that a newspaper is a community institution. It circulates within a comparatively small area. (There are exceptions to this statement in the case of some great metropolitan dailies; but it is true of newspapers generally.) A community is made up of many elements, which have numerous conflicting interests. There are various institutions; various classes of people with respect to occupations, religion, levels of intelligence and education, racial and cultural backgrounds. Each tends to exaggerate the importance of its own affairs, to see them out of their true perspective. Hence there is danger of conflicts, confusion, strife. A well-ordered society is necessary to stable, satisfactory living. Consequently institutions for the control of a community's affairs are necessary. Newspapers are one of the most important of these institutions.

The newspaper is perhaps the most representative institution in the community. It reaches nearly everybody. It gives to everyone the story of what all elements in his community are doing from day to day. Also it gives the community most of its knowledge of what is going on in the world. Thus the newspaper furnishes the community with knowledge of itself and with a common fund of knowledge of world events. That is to say, it gives the community knowledge that all of its members have in common. It gives them a common meeting ground, common bonds of interest, a lowest common denominator, so to speak, outside of their various individual and class interests. In short, it *unifies* the community.

The newspaperman comes into contact with all phases of life as do few other persons. Thus he has the opportunity to give expression in the editorials to the manifold phases of community life. He senses the beauty, charm, satisfaction, the *life* of the community — and synthesizes it in cold print, in phrases that illuminate.

Consider the following examples: —

Jim Approves a Hill Morning

This newspaper has not heard from or of Jim Dinkens of Beagle for a long while — a matter of two or three months, at least. Seems like Arthur Gordon Perry of the *Medford Mail Tribune*, who is Boswell to Jim, and likes the position well enough — unremunerative though it be — hasn't run across the weathered old hillman recently, and so is without word of what Jim Dinkens may be doing now, or planning to bring to pass, back in his hills. But we refuse to be fretted by the lack of a report, for quite as Jim himself would say, with that droll, knowledgeable trick of the eye — as though what he imparted were well worth hearing attentively, and smiling at, too — no news is always good news. Mister, it's the fact. One time on the upper Applegate — but never mind. We were speaking of Jim and what he might be doing at the moment.

Were you ever in the tumbled, gravely green southern Oregon hills when the time was the middle of March? When the sun is so warm on the sugar pine needles that you must yawn, and stretch out your two arms, and flex them? Days when the dogs, seems like, are too filled with sunshine even to scratch themselves, but will just drop down almost anywhere, in a golden pool of that curious, drowsy, thrilling southern Oregon sunshine, and fall fast asleep. Were you ever? If you have been, you must know how it is with Jim Dinkens of Beagle some of these mornings. For she gets into the secret veins of you like hard cider, that sunshine does, and yawn you must, and stretch you will, but you look away across the hills that belong to you — seems like you were born to the heritage — and danged if you don't feel like a yearling again. Old sun strikes right through your jumper, she does, and through the old flannel shirt, and she makes you feel lazy, she does, but it's funny about that. For you want to be swinging an axe, too, or scrambling over the ridge and down the other side. That's the way it is with Jim in his hills.

You hear something like voices off yonder, mister, far away off through the woods? Something like voices you aren't rightly certain you really are hearing? The slow, meditative wind smells like the fern is waking and the brush beginning to put forth its leaves again where the quail will lie hidden. It smells like the restless leaf mold, mister, in which there is more of life, at this time of the year, than ever there was in the leaves themselves, though you reckon their centuries together. It is the earth that lives, mister. First of all, she is life. Can't you hear them? Well, mister, it is a voice, sure as ever you were born. It's the Evans creek fork, a mite high with snow

water, and old creek's talking to herself in the canyon. Listen. That's her.

Jim Dinkens could show you the places where the big ones wait for the addlepat, clumsy great salmon flies to drop from the alder branches. They are as long as your arm, more or less, and they surely are full of conniptions. So soon as the season opens you ought to go into that canyon with Jim, if you can arrange it — down and down, perilously, cussing yourself for a chump, yet glad to be there, down and down to the thunderous laughter of the Evans creek fork. And a tall buck will leap the creek at your left, and the blue grouse will be hooting. Mister, spring is coming back into the hills.

Come time for it, Jim Dinkens of Beagle will put in some corn — at least he calculates to. But the telephone peas are up already and the dusty lean jackrabbits are venturing out of the chaparral. Go get him, Bugle! He caught one last summer. Would you just take a lungful of that wind, mister? She's like prime cider, she is. You can't beat it. Hill water, hill land, the hill wind — everything like that is best in the hills. You go down to the valley for groceries, of course, and once in a while to the barber, or to get some new boots — but you have to come back to the hills. He would be standing, about now, would Jim Dinkens of Beagle, at the door of the cabin, figuring on what to do with the day, and feeling like a yearling again. Wealthy, that's what.

— *Portland Oregonian*

This editorial does not advocate any cause or take issue with community problems. But it does give expression to a significant phase of the life of the region in which the newspaper circulates. Any resident of that region can scarcely help feeling a glow of satisfaction and a deeper appreciation of the charm of life after reading it.

Types of Editorials. By no means do editorials confine themselves to attempts to incite the public to action or to inhibit it from some action. Many editorials make no attempt to influence the public either to action or to belief or opinion. The above editorial about the Oregon hills is an example. Thus we can distinguish a few different types of editorials, according to the aim with which they are written.

Some editorials attempt to *incite the reader to action*, some *explain* or *instruct*, and others merely discuss. These three types of editorials are respectively *exhortative*, *expository*, and *com-*

menting. Many editorials do not fall into these classifications because they have the characteristics of two or even all three of them. Nevertheless the classification is useful.

Exhortative Editorials. Always there are conditions in the world that need to be remedied; evils that need to be corrected; tendencies that need to be encouraged or curbed. The newspaper editor who has knowledge of conditions, sound judgment, high principles, and courage is in a position to be a power second to none for the good of his community.

The exhortative editorial is an attempt to convince. It plays an important part in a newspaper's aggressive campaigns to achieve changes in its community. The following editorial from a school paper is in one sense "preachy"; yet the ideas are expressed ingeniously and they are sensible.

As 1935 Slips into the Past

Are you going to devote the next three weeks entirely to parties and a good time? We hope you have a glorious holiday, but we feel there is one obligation to yourself that should be fulfilled.

It will take only a few minutes of solitary confinement and concentration.

First, you will sit down and a familiar voice from inside will inquire, "In what ways have I progressed this year?"

That's a good start, but your conscience (if that's what you prefer to call the prying voice) will ask other, more particular questions. Maybe they are unpleasant, and you've been avoiding them for a year.

Give in. Listen hard to the voice and decide whether you've wasted a perfectly good year. If you have, don't be morbid about it. Be happy. Thankful that you can make a clean breast of things and begin a shining, new year with the determination to forget the past and profit from the new year.

If you must resolve, make a list of do's and don't's that will take care of themselves.

— L.R.H.S. Tiger, Little Rock, Arkansas

You will have no difficulty in seeing the exhortative character of the following editorial.

Seize the Day

How many people seem unable to rest solidly on the satisfaction of days now passing, because they are waiting, they say, for the de-

pression to be over, as they gaze forward to some imagined Utopia beyond.

The motto, "Carpe diem," is indeed a wise one, for in the tasks and pleasures of school days one is living quite as vividly as he may ever live later on. Don't make the pathetic mistake of spending your life getting ready to live, on the theory that, somehow, the chances will be better ahead. The youth will wait until he leaves school, the graduate until he finds a particularly suitable niche in the business world, and the young business man until he has gained money, position, reputation, or a good location on Easy street; thus they lose whole areas of living, rich in potential gifts of happiness.

Emerson wrote: "One of the illusions is that the present hour is not the critical, decisive hour. Write it on your heart that every day is the best day in the year. He only can enrich me who can recommend me the space between sun and sun. 'Tis the measure of a man — his apprehension of a day."

Practice the fine art of living by the day, for to learn it means an access of personal happiness.

— *Allen Commercial Review*, New Orleans, Louisiana

This editorial is brief, dignified, and to the point.

Do You Speak Correctly?

Nothing makes or breaks a person so quickly or easily as his speech. Pronunciation, emphasis, diction and grammar all play an important part in speech. Character is reflected in the speech of an individual. A lazy, slovenly person doesn't care enough about his speech to correct it; an ignorant person doesn't know how to correct it. But an intelligent person, eager to make something of himself and be thought well of by others, will strive to speak correctly and pleasantly. The number of high school pupils who speak a curious type of "pidgin English" is appallingly large and their efforts to convey thought in writing are equally revealing.

— *Westport Crier*, Kansas City, Missouri

Commenting Editorials. Newspapermen know that often they can accomplish more by indirect methods than by direct.

Look through any daily newspaper and you will find editorials that comment but do not commit themselves; do not say, "This is desirable and ought to be encouraged"; or, "This is bad and

ought to be prohibited." Editorials that comment are more numerous than those that attempt to convince. People today prefer to find the facts and draw their own conclusions; they definitely want to feel independent in forming their attitudes. American society today is more worldly-wise than it was a generation ago; less naïve; more sophisticated. Consequently newspapers have to be more subtle, more indirect, in their attempts to influence society. This change in the people is not for the worse; rather, it is simply a natural and inevitable step in the process of social integration.

To put it another way, a generation ago much of American society was in the pioneering stage and the energies of the people were absorbed in creating a society: conquering the wilderness, overcoming the forces of raw nature, making farms out of unbroken sod, building homes and cities, accumulating material possessions. Now that process is approaching completion and the people must turn their attention more and more to the problems of learning how to get along with each other. Thus there is growing up what might be called an increasing social consciousness; there is more social wisdom, born of accumulating experience with problems of living together in a community.

Social Integration. Possibly you do not realize how acute, how fundamental, this problem is. In former times a person who found it difficult to get along in his community could easily move out of it. He could go to the frontier, where restrictions of organized society were lacking. Thus he did not have to assume social responsibility, as people have to do in a well-established social order. Now, however, there is much less chance of a person's escaping the restrictions, for there is no place for him to go. Consequently he must discipline himself to accept the restrictions of stable society and also he must take a part in making a society that will be satisfactory. To put it more directly, people must learn to live with each other whether they like it or not; they must make themselves like it. Each person must look within his community for the satisfactions of life, instead of, as in former days, to some place in another environment. A person must help to make his social environment what he would like it to be; but he must acknowledge

the rights of other members of society and adjust himself to them.

One reason why the commenting editorial is so much more common than it used to be is that society is more complicated, events move more rapidly, and consequently it is much more difficult to draw correct conclusions with reference to issues. Rather than assuming he knows the full answer to problems, the editorial writer knows that he merely has a contribution, perhaps only a small one, to the final solution. A commenting editorial is such a contribution.

The following rather amusing editorial is an excellent example of the commenting method.

“American Prepositions”

Dr. Terrot Reaveley Glover of St. John's college, Cambridge, is a protectionist. He is alarmed by the flood of imported American words that threatens to submerge the home vocabulary. In a letter to the London *Times* he reproaches Stanley Baldwin, chancellor of his university, with using there that dire Americanism “to try out.” He asks, in doubtless humorless indignation, “Are we to accept it as English, and Cambridge?” He is something more than a protectionist. He seems to be an anti-prepositionist:

“Do you notice how ‘out’ creeps in? St. Paul long ago told us to work out our own salvation; endless people tell us to look out; ‘little orphint Annie’ (she was American, though, from Indiana) warned us that ‘the goblins will get you if you don’t watch out.’ ”

Pausing to compliment the wandering scholar on the exactness of his quotation from Mr. Riley's poem, so accurately named, we venture to remind him that the fatal preposition crept in on Shakespeare, too. King Henry V is permitted to say, “There is no king, be his cause never so spotless, if it come to the arbitrament of swords, can try it out with all unspotted soldiers.”

The taint of the preposition is there. It reaches the professor from many sides. He tries on his clothes. His undergraduates try for honors. They may even “try back” in mathematics or classics, or on the field, if they are hunting men. Why shouldn't Mr. Baldwin “try out the possibilities of these new methods,” as he said at Cambridge, or “try out” anything else from a horse or an automobile to a political or fiscal policy? “Stand for” is another poisonous phrase to Dr. Glover. Apparently, he would restrict it to candidacies for offices. He cites Lewis Carroll's tale of Hiawatha as a camera man:

“Stating that he would not stand it,
Stating in emphatic language
What he’d be before he’d stand it.”

Today in America Hiawatha would say, “He wouldn’t stand for it.” As a gentleman of the oldest old American stock, he probably would. Shakespeare and Milton, respectable non-American authorities, stand by, behind, with and for him.

— *New York Times*

Following are three essentially commenting editorials from high school newspapers.

Sophomores Examples for Seniors

Could it be that the sophomores are setting an example for the seniors? Perish the thought! It is true, however, that the sophomores turned out in a mass group for the sophomore party and O. W. Hackman said that their songs and cheers are better than those of the entire group in assemblies. If they display such school spirit now, how they will “shake down the thunder from the sky” when they become seniors!

— *Advocate*, Lincoln, Nebraska

WHAT PRICE WHITE COLLARS?

“Hundreds of youths who could find places in industry have preferred to half-starve themselves in an effort to climb into white collar or professional jobs—a field already overcrowded.” So wrote Charles W. Lawrence in a NANA article on labor conditions in Cleveland, Ohio.

He also related that the Census Bureau shows that although the white collar or professional field engages only 9.3 per cent of the city’s working population, 90.3 per cent of Cleveland’s high school pupils are preparing to enter that field! At the same time he found that only 9.7 per cent of the high school pupils are being trained to engage in the manufacturing trade, transportation and domestic fields that employ 90.7 per cent of the working population! And these are the fields of employment where, right now, there is a shortage of skilled labor!

These startling figures shout in a dramatic way. They fall on us like buckets of cold, icy water. We awaken to wonder, “Are the majority of us also planning to enter a field of employment that can use only 9.7 persons out of every hundred persons who work?” How can this bewildering situation be remedied? Do we need more and better trade schools?

This is a serious problem. The solving of it may be the means of fully recovering from this depression and the prevention of future disastrous depressions.

— *Commercial News*, New Haven, Connecticut

Alpha and Omega

Happiest yet saddest of all high school experiences is that last week when the senior leaves formal education to enter the larger school of life. Scenes and visions of familiar incidents, gay social events, and old friends—all of these come before him as he realizes that at last he has completed his four years of high school life and the time has come for him to sever relations with old acquaintances. Half with regret and half with keen anticipation of life to come he walks through the door for the last time.

In the senior class is to be found the pulse of a school's activities. Scholastic achievement and athletic victories—all are led by the senior class. Each year goals are set by the seniors, which the lower classmen strive to reach.

Graduation is a composition of regret and joy. When June comes 'round every year thousands of high school students are graduated throughout the country. The senior class of 1936 has achieved good marks in every class of endeavor and is now preparing to relinquish its position in the school to the junior class.

Now, as over 300 Waite seniors cast their last fond looks at the building, not a building in a material sense only, but an institution revered and loved by them, it seems to bid farewell and although it ceases to be uppermost in their minds, the memories will linger and always it will remain a part of them.

—Retina, Toledo, Ohio

Interpretive or Expository Editorials. Complexity of modern life is shown as clearly in expository as in commenting editorials. There is immense need for explaining the significance of events. News stories tell the facts when events happen. But they cannot go into the significance of events. The editorial writer has the opportunity to do that. Probably the expository editorial is the commonest of the three types. It is closely related to certain kinds of feature material, as you can readily see. Some feature writers interpret events just as the expository editorial does.

In times of rapid political, social, or other fundamental changes, the expository editorial is particularly valuable. When new problems arise there is great need that their significance shall be interpreted to the people. Since our own age is a time of particularly rapid change in our social, political, and economic life, expository editorials are especially important. It is

likely that there will continue to be rapid changes, too, for another generation.

The following example of an interpretive editorial is from a student newspaper.

The Ideal Teacher

Have you ever thought just what an ideal teacher should be? If the choice were yours for choosing your old-time teacher, just what would you choose? It is easy enough to pick a teacher's faults to pieces, especially just after grades come out; but it is not nearly so easy to construct a set of attributes which a successful teacher must have.

In the first place, he must as a matter of course know his subject thoroughly. This much at least is expected of him. He must be ready to anticipate his every pupil's every query, and give it the answer it deserves. He cannot teach unless he keeps just one jump ahead of his class all the time. If he is going to lead his class in a process of group thinking, he must know much more than they are expected to know; yet he must not develop a supercilious or patronizing attitude.

Next to knowledge of one's subject comes a real belief in it. A teacher must be sincere if he expects to teach successfully at all. No trait is so hard to acquire as this, yet nothing will successfully take its place in teaching. A pupil will forgive his teacher almost anything outside of a rank ignorance of subject if he is really sincere.

A teacher must play no favorites if he expects to hold the respect of all his class, including the "pet." We never forget the term an English schoolboy used in describing his schoolmaster: "He is a beast, but a just beast."

He must have the all-important gift of tact, the ability to maneuver others without their knowing it. He must be able to detect any current undertones of feeling going through his class, so that he may adjust himself to the situation.

To sum up, then, the ideal teacher must, in addition to knowing his subject, be sincere, just and tactful. If he has these three, he has gone a long way toward holding the respect of his pupils.

— *South Side Times*, Fort Wayne, Indiana

Writing the Editorial. The editorial is a type of essay. It is brief, concentrated, highly unified, and it aims to develop a single idea or point. The editorial is short; it seldom exceeds a thousand words, and most editorials are much shorter than

that. If the writer wishes to make several comments on any subject, he should write several editorials or organize his material in such a way that all of his comments are subordinated to one central idea.

Like other newspaper writing, the editorial is as concise as the writer can make it. There is no place in a newspaper for an unnecessary word. The editorial must be simple and clear, although the writer is allowed more freedom of style than in news writing. He may write in a "flowery" style if he wishes, when dealing with a subject that is appropriate to such a style. Furthermore, he may discuss profoundly intellectual subjects if he is competent to do so.

This greater latitude in editorial writing is permissible through the fact that editorials are not necessarily intended to interest every reader of the paper as the news stories are. Newspaper editors generally assume that readers of editorials are mostly the more intellectual members of the community. Thus editorials are apparently more important than they would seem to be, judged solely by the number of persons who read them. Through the editorial columns the editor influences the leaders of his community more than the masses directly.

The editorial writer must be thoroughly informed as to current affairs, for he must write about them every day. No matter how well he writes today, he must produce more editorials tomorrow, and the next day. His topics may be any timely events. They may have to do with recent news stories; current trends of thought, style, fad, fashion; seasonal events. The commonest source of material and one that editorial writers use constantly is today's and yesterday's news stories. Daily the editorial writer looks through the news columns of his own newspaper and other papers.

In deciding to editorialize on a certain event the writer sees he must at once tell his readers what the event is. Therefore his opening paragraph states the facts he intends to discuss. Then he makes the comments he has in mind. That is all, unless he wishes to draw a conclusion in the last paragraph or sentence. Whether or not he draws a conclusion, he ordinarily should bring his train of thought to a focus.

Possibly you can find examples of editorials that do not follow this pattern. Yet it is a good pattern to follow, at least until

you have gained a great deal of experience in writing editorials. Another way to approach the problem is this: first think through what you want to say, then say it in the way that will be the most brief and the clearest for the reader. You will find that this procedure will usually result in your following the above pattern. It is the natural way, for the reader must know first what you are writing about; then he is able to follow your thought.

Editorials which seek merely to create a mood or give expression to a feeling may not follow the pattern very obviously. Yet you will probably find it if you look closely.

The important fact for you to remember is that you must develop a certain single point or idea clearly, briefly. This means, first of all, think through your topic. A possible way to do this is to start writing about it at once, with the idea not that you are writing the actual editorial, but that in writing you stimulate your thinking, and so you will eventually succeed in clarifying the idea to yourself. Then you can produce the editorial either by revising what you have written or by beginning afresh.

WHAT DOES YOUR DOOR SAY?

Do you know that doors can talk? No, not in the way you are now thinking, so don't go home and talk to your door trying to get an answer because you will be apt to find yourself in an embarrassing position, and the rest of the family might think you are "not at home." I am telling you not to try it because it never talks to its owner—only to its visitors.

When a guest knocks on the door, it will tell him how welcome he is to pass through its frame. Can you guess how? Here it is!

If you open your door wide it will

tell the visitor he is welcome to enter and that he will probably have a grand time while he is in your company. On the other hand, if you just open your door wide enough to see who your visitor is, the door will tell him that he isn't wanted very badly inside it. It tells him to make some excuse for calling so that he will not need to stay because he is probably not wanted and the door certainly tells the visitor he is not wanted when the owner slams the door in his face.

You have met at least two kinds of these doors, have you not? How do you want your doors to talk?

—*Local Motive*, Glens Ferry, Idaho

"The Old Order—"

With the coming of a new administration to our school system appear as the logical attendants to change a fresh influx of ideas, a policy that is not rooted in unthinking tradition, and two personalities having the virtue of

too few personalities — that of being different. Mr. Tucker has come from Concord, New Hampshire to the unfamiliar walls of our High school; Mr. Miller has been graduated from the High school to the major educational post at City Hall. The initiation of both represents a movement which has been perhaps unintentional; still has inoculated the High school with a new vigor, new ideas, different perspective. Not that we advocate too frequent change; in agreement with all orthodox pedagogs we abhor the thought. Indeed too frequent change may bring about chaos, just as a regime that is too deeply rooted results in stagnation. Brockton has happily struck the median.

Mr. Tucker brings to his new office the memories of a school relatively smaller, of closer contact with the students; still fresh in his mind are the needs and temperament of the individual student, an asset of inestimable value. It is a difficult thing for the head master of a large school to keep in sight individual wants when he is dealing with problems *in toto*.

Mr. Miller brings to his office the practical experience of the schoolroom. Fresh from the High school he can interpret the vital needs of the schools to the city fathers; dear to the High school, he will meet an appreciative audience in explaining the difficulties of the city fathers to the students.

The stream of the history of our High school is no stagnant, slow moving river; it is a fresh, clear, fast-running stream, constantly being refreshed.

— *Brocktonia*, Brockton, Massachusetts

SUGGESTIVE EXERCISES

1. Problems suggested for editorial treatment: Are athletics over-emphasized in school life? Should school social life be democratized by eliminating aspects of it that involve expenses embarrassing to the poorer students? Should certain courses be added or eliminated? Every student in the class may write an editorial expressing his views on one or more of these problems; these editorials may be read in class and criticized.
2. There are aspects of life in your school worthy of comment or commemoration; find at least one such in each of the following and write a commenting editorial about it: customs and traditions of the school; climate; beauty spots in buildings or grounds; unusually strong points in the curriculum; outstanding achievements of faculty, students, or alumni.
3. Find examples of feature material that give opinions contrary to those of the paper as expressed in its editorials. What is the significance of this study?
- ✓ 4. By listening to the comments of your fellow students in their casual conversation try to find at least six phases of school life that they do not understand or appreciate rightly. Write editorials explaining at least three of them.
- ✓ 5. Make a list of six public problems in your community. Try to discover the attitudes of your local paper toward these problems.

6. List five recent achievements in your community. Trace the influence of your local newspaper in them.
7. Find examples in your local newspaper of editorials that interpret events of world-wide importance to your community.
8. Find examples of newspaper editorials that interpret the community to itself.
9. Examine all the stories in the most recent issue of your school paper and discuss them in class with a view to deciding what the paper should say about them editorially. Write editorials on at least three of the stories.
10. Find problems in your school life that would be suitable for editorial treatment in your school paper. Determine in each case what the paper's attitude ought to be; write editorials on three of these problems. (To find the problems, consult with your principal and several instructors.)

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CHAPTER IX

COPY EDITING

Function of Headlines. Compare an American newspaper with an English newspaper as to appearance. Headlines in the American newspaper are in larger type; they contain more verbs; they are more pithy and active; they say more in fewer words. They have a character all their own, a character typically American as exemplified in their feeling of action; their bold, garish display; in the fact that they tell the point of the story at once in a few crisp words. They reveal, to a degree, the American character.

Although headline writing is only a part of the copy editor's work, and not the most fundamental part, it is the most conspicuous part; for headlines are, so to speak, the advertisement of the news.

The reporter's work is easily observed. But a newspaper staff may have as many editors as reporters. Usually their work is little noticed or understood by the public. What do these men do?

The telegraph editor has charge of news that comes to the newspaper's office from wire services, such as the Associated Press and United Press. Depending on the size of the paper, he may do all of the work or have a corps of assistants called subeditors. The city editor has charge of the work of covering local news and that of correspondents in near-by towns and communities. He assigns reporters to runs and also has charge of giving them whatever special assignments there may be. He also edits their material.

Reporters write their stories without any title or headline and give them to the city editor. He and his assistants read all of the reporters' stories, decide upon their relative news value, check them carefully for errors and libel, write the headlines,

and send them to the printer with instructions as to what kind and size of type to use for headlines. On large newspapers sports are handled by a special sports staff. The managing editor has the responsibility of co-ordinating these various departments. On a very large paper there are several departments other than these.

Qualities Required of the Copyreader. First the copyreader, or copy editor, must have a sound sense of news values. It is his duty to decide how important each story is and to give it prominence in the paper accordingly. The degree of prominence which a story has in a paper depends on what page it is on; what part of the page; what other material is on the same page; what kind and size of headline it has, and what treatment it is given with respect to type, indention, or boxing.

Another fact of fundamental importance in journalism is illustrated here — that news values are always relative. That is, a story that takes the main position on the front page today might have been worth only a small headline on an inside page if it had occurred yesterday. This is because there may or may not be other events of still greater importance on the same day.

Since a reporter frequently writes his stories in considerable haste, the copy editor must be skillful at detecting errors and also at seeing ways of expressing the thought more briefly. Also he may have to eliminate parts of the story because of their unimportance or lack of space. Sometimes an inexperienced reporter will fail to realize the true feature of the story. In this case the copy editor must change it, perhaps rewrite it or have the reporter do so.

Promptness and speed are important qualities in the copy editor. There are times, just before the paper goes to press, when he has to work with great concentration and speed. As in the case of the reporter, true speed with the copyreader is more the ability to work *now* than the ability to work fast.

It is important that the copyreader shall have had experience in reporting. He must know the particular style of his paper and its editorial policies. The copyreader should try to leave as much of the reporter's individuality in his stories as possible; for a newspaper gains life and interest through having the styles and personalities of many persons expressed in its columns.

In seeking to improve the reporter's copy, the copy editor looks for (1) faults in the structure of the story — incomplete lead, feature not at beginning of lead, weak paragraph beginnings, failure to follow the cut-off test; (2) grammatical errors; (3) awkward grammar — weak sentence structure; (4) violations of the newspaper's style; (5) inaccuracies — names and figures being especially important here.

The copyreader must have considerable intellectual equipment. He must be a wide reader, thoroughly informed on current affairs, and be thoroughly acquainted with his community, particularly with the names and important facts about prominent persons and institutions.

Headlines. Writing headlines is one of the most fascinating and at times one of the most difficult tasks in editorial work. The headlines must be written in words that fit exactly a fixed and extremely limited space. They are immensely important. They are the advertisements of the news. Not only must they tell the essence of the story in a half-dozen or fewer words; they must tell it in as vivid, active, compelling a way as possible. A headline is not a title; rather it makes a statement; it is at best a complete sentence. It contains a verb, although the verb may be understood. The title does not necessarily make a statement; frequently it is merely a noun with its modifiers.

Space Limitations. Headlines are of fixed widths — one, two, or more columns. They are printed from type, which is made of metal, and is of certain fixed, standard sizes. Units of measurement in printing are the *point*, approximately one seventy-second of an inch; and the *pica*, 12 points. Ten-point type is 10 seventy-seconds of an inch high, 24-point type is 24 seventy-seconds or a third of an inch high; and 72-point type is an inch high. The smallest heads may be in 8-point type and the largest banner heads may be in as large as 144-point type, which is two inches high. Some heads may be even larger. Most American newspaper columns are 12 picas wide.

Note that the size of type, as expressed in points, refers to height, not width. Some type is slim; other type is wide. Slim type is said to be condensed; wide type, extended or expanded. In either case it cannot be squeezed or stretched, for it is made of metal. Therefore the headline writer must first determine

in what kind and size of type any certain head is to be printed; then he must use words in the head that will fit the space exactly. Every letter in the words of the head, every punctuation mark and every space between words, takes up a certain amount of space. The head writer must take all of these matters into consideration in writing the headline.

There are many different kinds or *families* of type. Here are a few examples of familiar kinds of type used in newspaper headlines: —

This is 24-point Bodoni type

THIS IS 24-POINT GOTHIC TYPE

This is 24-point Century type

This is 24-point Cloister type

The copyreader familiarizes himself with the type used for heads by his newspaper, so that he knows how many units of space he is allowed in every head he writes.

You have, of course, noticed that some heads are only one line, others are two, three, or more lines. Furthermore, a headline may consist of two or more parts. The first part is in one kind of type, then under it and separated from it by a short dash is another part, probably in a different size of type. Under this may be still other parts. Each of these parts of the headline is called a *deck* or *bank*. Some newspapers use heads with as many as six decks. The short dashes separating the decks are known familiarly as *jim dashes*.

Let us count the type units in the following heads.

Cafeteria Aides Are Instructed In Regulations

**Promptness And Cleanliness
Are Stressed; Courtesy,
Honesty Are Necessities.**

In this line "Cafeteria" has nine letters and "Aides" has five; there is also one space between words. Since the two *i*'s count a half unit each and the two capital letters count a unit and a half each, the total count is 15. In the middle line are thirteen letters and a space; one letter counts a half and one counts one and a half, so the total is 14. The third line has a unit count of 13. First line of the lower deck has three words of ten, three, and eleven letters respectively. Capitals and *m* count one and a half; *l*'s and *i*'s count a half each. Count, then, the twenty-four letters, two spaces, and four extra halves; subtract three halves; result: 26½.

SCOTT APPLAUDS PIONEER VIRTUES

**Chamber Leader Tells Board
Individualism Needed**

Counting capital letters is easier. The first line here has a unit count of 14: 5 for Scott, 1 for the space, and 8 for "Applauds." "Pioneer" has seven letters and "Virtues" has seven; these with the space would make a count of 15 were it not for the fact that the *i*'s count a half each; therefore the count is 14.

Forms of Headlines. There are three familiar forms of heads: —

1. The *staggered* headline, in which each succeeding line is set farther to the right. Example: —

Grain Handling
Facilities Given
To Co-operatives

2. The *inverted pyramid*, in which the top line is the full width of the column and each successive line is shorter. Example: —

Co-operatives Are Given
Grain Handling
Facilities

3. The *hanging indention*, in which the first line fills the width of the column, and other lines are indented on the left side. In this form of headline the last line is usually not required to be complete. Example: —

Small Co-operatives
Given Facilities
For Handling of
Farmers' Crops

Sometimes the staggered headline is modified, in that each line fills the width of the column, as follows: —

Produce Handling
Facilities Given
To Co-operatives

In the so-called *flush-to-the-left*, each line of the head is set at the extreme left side of the column and the lines of type in the head are irregular in length. Example: —

Co-operatives
Are Given Facilities
For Grain Handling

Each deck of the headline may be in a different one of the various forms. Each may consist of one, two, three, or four lines, occasionally more.

The Headline Schedule. Every newspaper has definite patterns for its main heads and for many of the smaller ones. The copyreader must write the heads in accordance with these patterns.

The number of different forms of heads a newspaper should have is determined by its size. A great daily newspaper has dozens of them for the different departments. A high school paper may find that twelve or even fewer headlines are suf-

ficient for its needs. A five-column, four-page paper probably needs about ten headlines, the largest in type not larger than 24-point. A seven- or eight-column paper probably needs up to fifteen or twenty heads. On school papers, for the convenience of staff members, it is helpful to print on cardboard a sample of the heads used, designating them by number or letter.

Capitals versus Lower Case. In printer's parlance capital letters are *upper case*; small letters, *lower case*. There has been a tendency in recent years for newspapers to use lower-case letters in their headlines rather than capitals. In the past the most common type used in heads was Gothic. The advantage of Gothic type is that the letters are slim and accordingly it is possible to have a fairly large number of letters in a line. The disadvantage is that the high, condensed letters are hard to read. The same is true to a somewhat less degree of all upper-case letters.

For these reasons the lower-case letters are more popular and there appears to be no fundamental reason why they should not replace the upper case entirely, except that all words but small, unimportant ones should begin with capital letters. Many newspapers cling to the capital letters because of tradition. They do not wish to change the appearance of their papers, especially the front pages; for there is a definite value to the paper in preserving through the years a sameness in appearance. Eventually the paper becomes a familiar and therefore welcome sight, like the face of an old friend. Aside from this consideration there seems little value in using all capital letters for heads instead of the more legible lower case.

Grammatical Requirements. Students of journalism are not uniformly agreed on all principles of head writing. However, the following principles are generally accepted: —

1. Never hyphenate a word at the end of a line in a top deck, or in any lower deck except the inverted pyramid and hanging indention.
2. Each deck must contain a verb, although it may be omitted if it is readily implied.
3. Use no abbreviations except the following: Mr., Mrs., Rev., Dr., and possibly a few other of the more common ones.

4. Do not repeat any important word in a head even if the head contains a number of decks.

5. Do not repeat in a deck what has been said in another deck.

6. Do not start a head with a verb that seems to command the reader. Example: —

(Incorrect)	Kill Policeman	(Correct)	Policeman Slain
	In Bank Holdup		In Bank Holdup

7. Do not continue a thought from one deck to the next.

8. Avoid using the past tense.

Other rules not universally observed but still desirable are: —

1. Keep words closely related in thought on the same line; examples are names and titles of persons, prepositional phrases, the words of a predicate. For instance, do not have a preposition at the end of a line, with the remainder of the prepositional phrase on the next line; do not have a person's first name, initial, or title on one line and the remainder of the name on the next line. To express this principle in journalistic parlance, the lines should *break on sense*.

2. Make the head tell the real importance of the story; do not appeal to vulgar taste by playing up the merely sensational but unimportant.

3. Avoid one-word lines.

4. It is permissible to begin a head with a figure.

5. Head must contain a subject. Note that in rule 6 above, the head starts with a verb. Some newspapers that forbid this type of head will permit use of the following: —

Kills Policeman
In Bank Robbery

In this example there is no subject, but still the verb does not seem to command the reader because the implied subject is singular.

6. Use the active voice if possible.

7. Do not use weak puns, alliteration, accidental rhymes. There may be occasional exceptions to this rule if the head is clever and original and if it fits the tone of the story.

8. Do not use the articles *a*, *an*, and *the* or any other useless word.

9. Do not use personal pronouns unless absolutely necessary.
10. Avoid overstatement in headlines; do not make the story seem more important than it really is.
11. Use single quotation marks rather than double.

Headline Vocabulary. Readers of newspapers are sometimes heard to comment with good-natured sarcasm on the frequent occurrence of short words in headlines. You have doubtless observed the frequency of such words as *rap*, *ban*, *probe*, *slay*, *meet* (for *meeting*, *conference*, and the like), *drub*, *wed*. Head writers are constantly seeking to enlarge their vocabularies of short synonyms. You will find the dictionary and, better still, a book of synonyms almost indispensable to your success in head writing.

On page 149 is an example of a comparatively conservative use of banner heads, the upper one for the lead story in the right-hand column and the smaller one for a middle column. Note the use of a long dash to separate the two banner heads.

The following headlines clipped from high school newspapers give a basis for estimating how many headlines are needed for papers of various sizes. Since there are several acceptable forms for the various decks and a headline may have from one to six or more decks, the formulation of a satisfactory schedule of headlines for a newspaper involves considerable study and skill.

**BLUE AND WHITE B QUINTET
BEATS SEDGWICK SECONDS**

CAGERS TO PLAY MOUNDRIDGE

**DRAGON CAGERS WIN
FIRST LEAGUE GAME**

**Halstead Quintet Defeats Sedgwick Five
by 33-29 Score in Close
Encounter**

Mirthful Moments

(From the *Echo*, Halstead, Kansas; a three-column paper)

Famous Dionne Quints Though Nearing Two Vie for Wampus Fame

Memorial to Will Rogers' Philanthropy and Philosophy
Advocated; Famous Explorer Will Speak in St. Paul
November 22; Expert Likens Bridge to War

Triads Will Make Christmas Cards

Art Club to Have Christmas
Wrappings November 26

Queen Contestants Cause Scramble For Times Ballots

Shirley Struggles
For Strong Scream;
Almost Strangles

*Models Will Try
For Show Positions*

Ten Dollars First Prize
Offered Best Amateur

Mix Poison, Vanity Suspicion, Murder; Result? Hot Music

Nero, Master Musician of Time,
Recommends Ugly Nature for
Smooth Rhythm

Thanksgiving Inspires
Deeper Thought

(From *Central High Times*, St. Paul, Minnesota; a seven-column paper)

High School Writers Convene at U. of M. For Annual Meeting

Program Consists of Roundtable Discussions, Speeches, Movies, Banquets; 57 Central Journalists Will Attend; Miss Allen and Miss Vest Talk On Newspapers and Yearbooks; Leland Stowe, New York Paper Correspondent, to Tell of International Affairs

'Home, Sweet Home' Popular Thanksgiving Theme; Student Majority Would Oppose War

Over 100 Persons Are Thankful
For Passing Grades
This Month

56 Percent of Centralites Against
War; Sixteen Scholars
Favor War

'Dancing Cheek To Cheek' Is Picked As Favorite In Home Room Poll With 196 Votes

'I'm In the Mood for Love' and 'Treasure Island' Also Prove Popular; Some Centralites Favor Classical Music While Others Choose 'On Mechanics' and 'Old Black Joe'

(From *Central High Times*, St. Paul, Minnesota; a seven-column paper)

Kendon Smith Named Editor Of Cehisean

Appointments Announced At
Class Meeting Held Thurs-
day, November 14

Jean Vincent Is Associate

Departmental Heads Also
Chosen by Miss Munson and
Miss Vest

Gavel Club Has Second Meeting

Proposed Club Appoints Group
To Write Constitution

Girls Tryout For Fieldball Squad Places

Virginia Gardell, Fieldball Ex-
ecutive, Directs
Judging

Shaky Ladder of More Than 39 Steps Troubles Acrobat

Changing Of Seventy-five Bulbs
Thrills Confident Workman

Sophs Install Three Officers At Class Meet

Tom Bauers Appointed as Year's
Treasurer; Committees
Announced

Nineteen Men Win Letters For Football

Players Must Participate In
Eight Quarters to Gain
School Emblem

(From *Central High Times*, St. Paul, Minnesota; a seven-column paper)

Following is an example of a subhead in a long story. Note that the subhead is in bold-face capitals and is flush-left. Some newspapers use bold-face capitals and lower case and some center their subheads instead of placing them flush-left. There are also other patterns.

Hank Slips Gehring Is Puzzled: He's Going Down!

By JACK CUDDY

NEW YORK, Sept. 17 (U.P.) — Charlie Gehring, champion batsman and most valuable player of the American league in '37, is one of the most puzzled men in baseball.

Gehring of the Detroit Tigers, probably the greatest second baseman baseball ever knew, is hitting only about .315, whereas last season he won the Harridge Circuit title with .369.

When Charlie won the twin laurels last year, everyone remarked that it was the first time in years that a veteran had knocked off either the batting title or the player award. Gehring is 35 now, in his 13th season in the big time.

CHARLIE CAN'T UNDER- STAND WHY HE HAS SLIPPED

Before this season Charlie had an average of .329 for his 13 seasons in

the American League. Last year was one of his best years with .369 but Charlie says, "It's surprising that I should drop back to .315 now. I don't know whether it's me or the breaks."

And as Charlie stood there before the dugout in Yankee Stadium, you knew he was telling the truth. Because Gehring's baseball life always has been an open book. Never did Charlie say "yes" when he meant "no." He's been a modest chap who rarely said anything down through the years when writers and fans have marveled at his ability. And he says nothing now when his batting depreciates.

Does Gehring feel that he is slipping at the ripe age of 35?

"No I don't," says Charlie, "I'm not sure whether I'm slipping or whether it's the breaks. Of course I can't do things in the field like I did six years ago. But at the plate I'm walloping the onion just as often and as hard as I ever did. But this season, the ball is dropping into gloves for quick outs or even double plays. Last season I was hitting it just the same and it was going for base hits. I figure it's the breaks."

—*San Francisco Chronicle*

Marks Used in Copyreading. The copy editor finds that he must make various changes in the stories and articles before he sends them to the printing department to be set in type. It is essential that copy be neat and legible; otherwise printers are likely to make errors. Yet there is not time to have the story typed again, after it is edited. How can copy be corrected,

changed, shortened, and still be perfectly legible when it reaches the printer?

Solution of this problem lies in a system of marking the changes that are made in copy. This system has slowly evolved as the result of many years of experience of copy editors and printers. It varies more or less in different offices. Following are examples of the principal marks.

1. Every paragraph should be marked thus, whether or not it was indented: —

[The machine was wrecked. [The occupants escaped injury.

2. Underscore once words that are to be in italics, thus: —

high school.

ital.

Write *ital* in the margin, and circle it, as indicated.

3. Underscore twice words or letters that should be in small capitals, thus: —

The New York Times. high school.

4. Underscore three times letters or words that are to be in capitals, thus: —

The New York Times. high school.

5. Make a ① (circled as here) beside a line that is to be set in boldface capitals, thus: —

① Jones Wins High Jump

6. Make a 1/2 (circled as here) beside a line that is to be set in boldface capitals and lower case, thus: —

1/2 Jones Wins High Jump

7. Draw a line downward through a letter that should be in lower case, thus: ~~H~~igh ~~S~~chool.

8. Mark thus for letters or words that have been transposed: —

Philadlphia. The mentterly wereexhausted.

9. Draw a circle around numbers, figures, and abbreviations that should be spelled out; likewise draw a circle around any part of the copy that is spelled out when it should be expressed in a number, figure, or abbreviation, thus: "There were ⑨ sailors of the U. S. N. and twenty-three civilians in the party, including two Drs. one of whom was the famous surgeon, Doctor John Doe." This passage, corrected, would read as follows:

"There were nine sailors of the United States navy and 23 civilians in the party, including two doctors, one of whom was the famous surgeon, Dr. John Doe."

10. When a few letters or words are killed, draw a line above them and a line below, thus: —

The ~~7~~ sphinx and ~~a number of~~ other interesting sights.

These lines are sometimes called a *bridge*.

11. If the copyreader kills a large part of a line, he may use a so-called leader line, instead of a bridge, thus: —

They saw the sphinx and ~~a large number of~~
other interesting sights.

They saw the ~~pyramids of Egypt, the sphinx, and other interesting sights.~~

12. Don't draw a mere line through any copy you kill; obliterate it; not thus: ~~a large number of~~ but thus:

13. In killing three or more lines, mark them thus: —

~~Miss Wagner's room for many years,
hidden away in a cupboard, when they
could have been put to good use, as~~

14. To make a short insert, write the material above and parallel to the line at the point where it is to be inserted, and make a caret and enclosing lines, thus: —

The slides were found in a cupboard in Miss ^(Louise)Wag-
ner's ^(classroom)where they had . . .

15. To indent a story, mark thus, and write *indent* in the margin; be sure to circle the word "indent": —

a. For first page:

indent Rhythm with a capital *R* was featured at the dance given for the Northwest Music conference supervisors and students Monday evening.

Six hundred representatives from various northwestern cities mingled gaily at one of the most successful dances of the year.

b. For intermediate pages: —

(indent)

The decoration motif was musical with notes arrayed over the walls in a fashion appropriate to the nature of the occasion and the guests, who were all musicians.

c. And for the last page: —

(indent)

Representatives from Lincoln Hi were hosts and hostesses and Helen James was chairman of the dance, with Roberta Jenkins as co-chairman.

16. If only part of a story is to be indented, that part should be marked thus: —

(indent)

The high school division was presented in the morning and the junior college division in the afternoon. Later, a tea was given in honor of the visitors.

17. To have a story boxed, mark thus, and write *box* in the margin, circling it: —

a. For first page: —

(Box)

Rhythm with a capital *R* was featured at the dance given for the Northwest Music conference supervisors and students Monday evening.

Six hundred representatives from various northwestern cities mingled gaily at one of the most successful dances of the year.

b. For intermediate pages: —

(Box)

The decoration motif was musical with notes arrayed over the walls in a fashion appropriate to the nature of the occasion and the guests, who were all musicians.

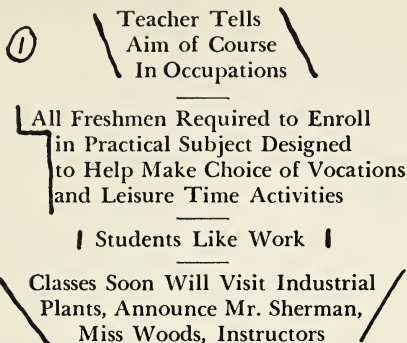
c. And for the last page: —

(Box)

Representatives from Lincoln Hi were hosts and hostesses and Helen James was chairman of the dance, with Roberta Jenkins as co-chairman.

18. Write the head for each story on a separate sheet of paper. Put a short dash (jim dash) between the decks. Write

legibly or, better still, typewrite. Mark heads according to their shape. Following is an illustration: —



19. Put the number or name of the head on the copy, as indicated above, and circle it.

20. On the first page of the story write the first line of the head and its name or number and circle them, thus: —

① Teacher Tells

This marking is called the *guide line* or *catch line*. It identifies the story with the head.

21. On all copy, circle or strike out everything that is not intended to be set. This includes instructions to the printer such as guide lines, directions where the story shall go in the paper, page numbers, name of reporter, copyreader's initials.

22. Subheads should be written between the lines at the respective places where they are to be in the story. They should be at least two and a half inches apart and the same distance from the beginning and end of the story. A story should not have subheads unless it is long enough for at least two.

23. Put an end mark, — # —, or — 30 —, at the end of every story.

Following is an example of a story as it was originally written and after it has been copyread.

Jones

330

gov. day

Climaxing the year's of hard work, Lincoln Hi's R. O. T. C. Cadets and sponsors will strut their stuff before a large audience Saturday, with governor Johnson the guest of honor.

In the afternoon decorations will be awarded to cadets and sponsors. The Gold Medalist bars will go to George Brown, who has been declared the neatest Cadet; Ralph Wilson, military bearing; Arthur Hanson, rifle marksmanship. Efficiency bars will be awarded to Albert Hotchkiss and Marian Jane Wagner. Distinguished conduct bars will go to Louise Preston, Alice Fry, Harold Smith, David Roberts, Emery Stinson, Gordon Holverson and Horace Dirks.

Cadets will take part in platoon competition, O'Grady drill, and rifle rhythm drill. Sponsors will put on an exhibition and also compete for platoon honors.

Sponsors have been working hard this year, and will probably steal the show from the boys this year. They are a snappy outfit in their blue uniforms, under the command of Marian Jane Wagner. Included in this group are some of the brightest looking girls in school.

The annual military ball will complete Governor's day. Preceding the dance is a a baquet at the Hotel Brosnan. Only cadets, sponsors and former R. O. T. C. members and "dates" will be permitted to attend the affair. The banqueteers will be entertained with talks by Major Albert Hotchkiss, Earl Morris, Charles Spratlen, Marian Jane Wanger. Howard Leighton will play a piano solo. Harold Smith is toastmaster. It is expected that two hundred and fifty persons will attend. Patrons and patronesses are army officers, parents of some of the cadets and a few special Guests. Governor's day was instituted two years ago by Lieutenant Henderson, United States Army, and has been a regular feature of Lincoln High School's social season ever since. Before the first Governor's day a picture of 9 of the sponsors presenting the governor with the invitation to attend was published in the pictorial section of the Herald newspaper.

Now we will produce another copy of the story exactly as written by the reporter, and show how it was marked by the copyreader.

Jones
330
Gov. day

③ cadets offer

Climaxing ~~the~~ ^a year's ~~the~~ hard work, Lincoln
Hi's R. O. T. C. ~~the~~ cadets and sponsors will
"strut their stuff before a large audience Sat-

urday, with governor Johnson the guest of honor, ⁼⁼announced Lieut. R.M. Henderson,

In the afternoon decorations will be awarded to cadets and sponsors. The Gold Medalist bars will go to George Brown, who has been declared the neatest Cadet; Ralph Wilson, military bearing; Arthur Hanson, rifle marksmanship. Efficiency bars will be awarded to Albert Hotchkiss and Marian Jane Wagner. ^{(1/2) Seven Win Bars} Distinguished conduct bars will go to Louise Preston, Alice Fry, Harold Smith, David Roberts, Emery Stinson, Gordon Holverson and Horace Dirks.

U.S.A. commandante

Cadets will take part in platoon competition, O'Grady drill, and rifle rhythm drill. Sponsors will put on an exhibition and also compete for platoon honors.

Sponsors have been working hard this year, and will probably steal the show from the boys this year. They are a snappy outfit in their blue uniforms, under the command of Marian Jane Wagner. Included in this group are some of the brightest looking girls in school.

The annual military ball will complete Governor's day. Preceding the dance is a band ^{band} at the Hotel Brosnan. Only cadets,

^(1/2) sponsors and former R. O. T. C. members Smith is Toastmaster and "dates" will be permitted to attend. and

JOURNALISM AND LIFE

~~affairs~~ The banquet~~ers~~ will be entertained with talks by Major Albert Hotchkiss, Earl Morris, Charles Spratlen ~~and~~ Marian Jane Wanger. Howard Leighton will play a piano solo. ~~(Cadet Major)~~ Harold Smith is toastmaster. It is expected that two hundred and fifty persons will attend. Patrons and patronesses are army officers, parents of some of the cadets and a few special ~~guests~~. Governor's day was instituted two years ago by Lieutenant Henderson ~~and has~~ been a regular feature of Lincoln High School's social season ever since. Before the first Governor's day a picture of 9 of the sponsors presenting the governor with the invitation to attend was published in the pictorial section of the Herald. ~~and has~~

Most of the marks used in copyreading are exemplified in this example.

Finally, the copyreader writes, on a separate sheet of paper, the head, as follows: —

Cadets Offer Annual Parade For Governor

Hotchkiss in Command

Military Ball and Banquet in Evening to Climax Events of Day; Sponsors Take Part; Awards Will Be Given.

Proofreading. After material has been set up in type, the printer prints one copy of it, known as a *galley proof*. This copy

is then sent to a proofreader who reads it carefully to find errors that have been made in the process of typesetting. The proofreader must refer to the original copy to check the accuracy of names, figures, and the like. If the copy is extremely important, or if it is complicated, one person may read the original copy aloud while the other watches the galley proof for errors. This practice is known as *holding copy*. The proofreader marks all corrections in the margin of the galley strip and signs his initials at the bottom, then sends the strip back to the printer, who makes the corrections. If there have been many errors or if the copy is especially important, the proofreader may ask for a *revise*, which is a new galley proof, after all corrections have been made. This is done because new errors may be made in the process of correcting the first ones.

After a page of type has been assembled some newspapers require that a new proof be taken. This proof is called a *stone proof* or *beaten proof*. Again, after the pages are in the press, still another copy is made, called a *press proof*. Checking the material in a newspaper again and again is important, for the whole process of printing is intricate and it is only with constant effort that errors can be avoided.

Proofreaders' Marks. To facilitate proofreading and correcting, a system of proofreaders' marks has come into existence. Following are the most common marks: —



take out



insert period



insert comma



insert semicolon



insert colon



insert apostrophe or single quotation mark



insert double quotation mark

a/ or le/ insert (letter or letters indicated)

the, and insert (word or words indicated)



insert space



take out space

- =/ insert hyphen
 l.c. change to small letter
 cap. or u.c. change to capital letter
 c. + l.c. change to capitals and small letters
 c. + s.c. change to capitals and small capitals
 B.F. change to bold-face type
 ital. change to italic type
 w.f. this letter or figure is from wrong font
 rev. or 9 turn over; it is upside down
 tr. transpose
 □ move to right
 □ move to left
 □ move up
 □ move down
 ¶ start new paragraph here
 no ¶ do not start new paragraph here
 ? [check to see what is wrong
 stat. do not make correction indicated

Following is an example of a galley proof with the corrections. Note the leader lines from the errors to the correction marks in the margins; also that the correction marks are placed in either margin, usually the one nearer the error.

Greenwich, Conn. Jan 10 Buried under an over turned automobile
 in a shallow stream, Harry B. Green and George P. Reynolds + nar-
 rowly escaped + death to day early near Wintonville Bridge between
 Greenwich and Littlefield. Jackson Wells who was driving the car
 succeeded in getting out of the water and summoned some twenty men
 at work on the nearby railroad they raised the over turned machine

and rescued Green and Reynolds. Both were badly bruised and were removed to St. Mary's Hospital.

The sandy bed of the stream into which their bodies were forced by the weight of machine no doubt saved them from serious injury.

The men were hurried under the machine following the sudden swerve into a stone wall when Jackson the chauffeur took his hand off the steering wheel.

The impact caused the automobile to bound back and then turn over into the stream.

"Green and Reynolds were almost exhausted and were just able to keep their heads above water under the tonneau when we released them said the chauffeur. The machine is a complete wreck."

SUGGESTIVE EXERCISES

1. Obtain from your local newspaper office examples of copy that has been written by staff reporters and edited for publication. Examine this material carefully and try to determine the reason for each change that the copy editor made.
2. Write a two-line head with a count of 21-23 to the line for the following story: —

There are 125,000 persons homeless as a result of floods along the Yellow river, Chinese reports said today. An area of more than 18,000 square miles was flooded. Damage was estimated at 53 million dollars.

3. Write for the above story a two-line head with a count of 17-19 to the line; one with a count of 13-15. Write a three-line head with a count of 15-17 to the line; one with a count of 12-14.
4. Find examples of the various forms of heads described in this chapter.
5. Find or obtain from your instructor examples of other stories for similar exercises in head writing.
6. Clip from your high school newspaper one example each of the different forms of heads it uses, and paste them in order on a

large sheet of paper, so that you may have them for ready reference.

7. Find in the headlines of a newspaper as many examples as possible of the rules given in this chapter under the heading "Grammatical Requirements."
8. Start a notebook of short synonyms for words commonly needed in head writing, for your own use in copy-editing work on your school newspaper.
9. Write three inverted pyramid heads for the above story, each of three lines, one with a top line count of 14-16; another with a top-line count of 18-20, and the third 22-24.
10. Make up for yourself in your own handwriting a complete list of the marks used in copyreading, and practice using them until you are thoroughly familiar with them.
11. Have your printing department furnish you with a mass of printed copy that contains a number of errors for your use in practicing proofreading.
12. Make up a copy, in your own handwriting, of the marks used in proofreading.

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CHAPTER X

MAKE-UP

The Fundamental Problem. Publishers know that the public will be stimulated to read a great deal more of the material they print if it is presented in an attractive form. Consequently they devote great care to the problem of arousing the reader's interest by giving him something to look at that will lure his attention. Newspapers use various means to make their pages readable.

You have only to look at the front pages of several different newspapers to gain an idea of how great this variety is. Why are the pages divided into small columns? Why are the pages the size they are instead of larger or smaller? Why are the advertisements kept off the front page? Why are the various departments kept consistently in certain parts of the paper from day to day? Why are advertisements placed at the bottom of the page instead of at the top? These and many other important questions are involved in the problem of make-up.

Newspapers differ in the appearance of their pages partly because they have different ideas as to what will attract readers and partly because they appeal to readers on different bases, as well as to different classes of readers. Some want to command the respect and admiration of the more intellectual classes of the people; others want to attract the unthinking masses. Others take a middle course between these two extremes. A conservative newspaper may appear day after day with the same front-page make-up. At the other extreme is the newspaper that aims to give overwhelming emphasis to one certain story, running a big headline entirely across the top of the page and perhaps with one or more lower decks several columns wide leading down to the body of the story.

Between these two extremes is almost every possible gradation. Some papers, as conservative as any, still vary their front-

page make-up from day to day but give it always a quiet tone.

The Front Page. Naturally the best stories go on the front page, for it is the most conspicuous part of the paper. Newspapers that want their editorials to be in a conspicuous place may put them on the back page. Advertisers want their ads to be placed where they will not escape the eye of the reader. Yet to scatter the ads about in all parts of the paper is ordinarily considered bad practice because rather than making the reader see the advertisements it tends to make him turn away from the entire paper because it is unattractive. The more the paper is respected by the reader for its well-planned make-up, the more valuable it is as an advertising medium.

Let us first consider front-page make-up. The publisher wants his paper to have a unified pleasing appearance; he wants it to show the results of careful planning. Yet he wants strong contrast in the individual stories, so that each will attract attention. How can these two apparently conflicting ends — page unity and story individuality — be achieved?

First, of course, each story has distinction because of its headline. But if you place two heads that are alike alongside each other in adjoining columns, neither stands out because of the other. Therefore this arrangement should be avoided. It is considered necessary to have a head at the top of every column on the front page. Therefore, if one column has a large head at the top, place a small one alongside it, then a large one in the next column, and so on. Or one might place two heads, large or small, alongside each other if they are in different kinds of type. Photographs and cartoons also furnish good contrast alongside of headlines.

Most newspapers consider the upper-right-hand corner of the front page to be the most conspicuous place in the paper; therefore they put the most important story there. The next most conspicuous place is the upper-left-hand corner, so the second biggest story goes there. The next most important stories go in the middle at the top; also high in importance are the lower corners and the space in the middle columns just above the fold.

Means of Creating Contrast. If not used too extensively, boxed and indented stories are immensely valuable in giving variety to a page. If used sparingly, not only are they con-

spicuous, but also they tend to make the stories around them conspicuous. They should always be short, especially the boxed stories. An occasional short story in boldface also helps to give variety to the front page. For smaller stories a few lightface heads make good contrast alongside boldface, and italic type stands out well in contrast with roman. Again, heads in capital letters make good contrast with caps and lower-case heads.

Type Families. It is always possible to use different kinds of type to create contrast. Some newspapers have several different kinds of type for heads on one page. They may use, for instance, Gothic type in one column and Bodoni, Caslon, or some other in the adjoining columns. This practice, however, is frowned upon by other newspapers, which cling instead to one type family or to closely related families for all of their heads. They argue that the use of different kinds of type creates disharmony on a page.

Actually there are few large newspapers that use only one type family throughout and there is no general agreement that the practice is desirable. However, the size of the paper is an important consideration here. Probably the school newspaper should confine itself to one type family and find the necessary contrast by using the various forms of type found in this one family. With its comparatively small head schedule, this is entirely possible.

Page Balance. Although there should be evidence of careful planning on the front page, some school newspapers have been known to go to extremes. A pleasant effect is produced if the headlines in the upper corners are nearly enough of the same size so that they seem to balance. The same is true of stories in the lower corners and, to a degree, of the other corresponding parts of the page, the right side against the left. Yet if this principle is carried to extremity the result is an appearance of sacrificing news values for the sake of making the page look like a geometric figure.

The news is more important than the form. What the make-up editor, or whoever is responsible for making up the pages, should do is take the material that is available and with it make as well-balanced and pleasing an arrangement of the page as he can; but he should avoid a mechanically balanced page. The ideal of "studied carelessness" should be in his mind.

Other News Pages. Make-up of inside pages is determined by which of the three possible arrangements of advertisements is followed. Each of these three is as good as the others but all serve a slightly different purpose. They are usually known as the *single pyramid*, *double pyramid*, and *magazine* or *well* styles.

In the single-pyramid style, the largest ad for the page is placed in the lower-right-hand corner, the next largest one above it or adjoining it on the left, and the third largest next, and so on. The make-up editor should avoid placing boxed stories next to advertisements, as most ads are also boxed and thus contrast is weakened. Likewise the effect is weakened if pictures adjoin advertisements.

In the double-pyramid style the ads are built up from both lower corners. It is advisable to place more ads on the right side than on the left for psychological reasons that will be made clear presently. The single-pyramid arrangement is probably better when there are only a few ads, and the double-pyramid style has advantages when there are many ads. Advertisers want their ads to be next to reading matter. If many small ads are piled into the right side of the page, some of them will be entirely surrounded by other ads, or, as newspapermen say, buried.

The advantage of having the ads on the right side of the page is that the reader is more likely to glance to the right than to the left after looking at reading matter. It is probably better, however, to have an ad next to reading matter on the left than buried on the right.

The magazine or well style is really a modification of the double pyramid; the ads are placed in the outside columns, leaving the middle columns entirely filled with reading matter.

Newspapers do not always follow the above-mentioned styles to the letter. Some papers, for instance, will not hesitate to bury small, one-column ads under bigger ads to give the latter the most advantageous positions with regard to proximity to reading matter, since they represent a heavier investment on the part of the advertiser. Other persons take the view that since the larger ads will obviously be seen by the reader, the smaller ads should be between them and the reading matter. Placing the largest ads in the lower corners results in a more symmetrical and hence more attractive page. This is important

in determining the value of the paper as an advertising medium.

The Editorial Page. Most newspapers reserve one page for editorials and certain types of feature material not found on any other page. Since there is a sharp contrast between the editorials and the news as regards their function and purpose, the newspaper usually gives the editorials a distinctive and dignified appearance. They may be set in a different kind of type or in wider columns.

Most newspapers place above the editorials the *masthead*, which is a statement of the ownership of the paper, subscription rates, possibly the names of the publisher and staff heads and an outline of the paper's policies. The masthead is sometimes called the *flag*.

As the following examples show, the masthead of the school paper usually occupies more space, proportionately, than that of the professional daily. This is because the school paper publishes a great many names of staff members and the professional paper does not.

The problem of make-up on the editorial page is usually simpler than for the other pages, since there are usually fewer articles, and there may be no headlines but only titles. If some columns are not standard width there will be a problem of having exactly the right amount of material to fill them. Following are examples of make-up of school papers.

The page that is reproduced from the *Muhlenberg Observer* of Laureldale, Pennsylvania (pages 172, 173) is simple in design and does not have large headlines; yet it avoids monotony and grayness by liberal use of small heads and judicious mixture of labels. The masthead is arranged with a great deal of evident care but could be crowded into less space. Note the wide editorial column.

Heavier headline type would improve the attractiveness of the page from the *Blue and Gold* of Waynesboro, Pennsylvania (pages 174, 175). Much of the material is interesting and worth while. Wide columns at the sides and the varied type and dashes in the Sizzer column are attractive features.

On pages 176, 177 there is shown a feature page from the *Easterner* of Lansing, Michigan, which has a great deal of variety and attractiveness. Headlines are well placed for balance and are sufficiently large to give weight to the longer articles. Presence of smaller heads at strategic places also adds to the page.

Chicago Daily Tribune

THE WORLD'S GREATEST NEWSPAPER

FOUNDED JUNE 10, 1847

ENTERED AS SECOND CLASS MATTER MAY 14, 1903.
AT THE POSTOFFICE AT CHICAGO, ILL. UNDER
ACT OF MARCH 3, 1879

All unsolicited articles, manuscripts, letters and pictures sent to The Tribune are sent at the owner's risk, and The Tribune company expressly repudiates any liability or responsibility for their safe custody or return.

FRIDAY, MARCH 12, 1937.

THE TRIBUNE OFFICES.
CHICAGO—TRIBUNE SQUARE.
MILWAUKEE—EMPIRE BUILDING.
NEW YORK—220 EAST 42D STREET.
DETROIT—5-167 GENERAL MOTORS BUILDING.
WASHINGTON—815 ALBEE BUILDING.
LOS ANGELES—SPRING AND FIRST STREET.
LONDON—135 FLEET STREET.
PARIS—21 RUE DE BERRE.
BERLIN—HOTEL ADLON, 1 UNTER DEN LINDEN.
RIGA—STETINES IELA 2.
SHANGHAI—160 AVENUE EDWARD VII.
TOKIO—IMPERIAL HOTEL.
MEXICO CITY—QUETZALCOATL PALACE.
PANAMA CITY—HOTEL CENTRAL.

SPECIAL REPRESENTATION.
SAN FRANCISCO—820 KOHL BUILDING.

THE TRIBUNE'S PLATFORM FOR ILLINOIS AND CHICAGO

1. Make Chicago the First City in the World.
2. Faster Suburban Service.
3. Modern Local Transportation.
4. A Lake Front Air Port.
5. A Motor Ferry to Michigan.
6. End the Parole Business.
7. Overcome Crime.
8. Cut Taxes in Half.

Even this short masthead in one of the largest newspapers in the United States is longer than the average in professional newspapers.

The Girls High Times

Published by Students of Girls High School
50 Cents a Semester
A Semi-Monthly Newspaper

Entered as second-class matter November 16, 1926, at the post office at Atlanta, Ga., under the act of March 3, 1879.

STAFF

ANNIE MERLE JONES.....	Editor
KATHLEEN EIDSON.....	Associate Editor
MARY MATTHEWS.....	Literary Editor
RUTH BOYD.....	Feature Editor
ELIZABETH ALDERMAN.....	News Editor
JOSEPHINE McWHIRTER.....	Make-up Editor
HELEN ALLEN.....	Humor Editor
KAY ALLING.....	Alumnae Editor
MILDRED CHRISTIAN.....	Sports Editor
RUTH EYLES.....	Exchange Editor
ROSLYN BRADSHAW.....	Freshman Editor
MARY LOUISE DOBBS.....	Copy Editor
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Hazel Gilbert, Doris Weinkle, Willette Samples, Marika George, Doris Williams, Louise Cummings, Frances Lee.

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CATHERINE PARKER.....	Editorial
SARAH FULTON.....	Business

MEMBER OF

Quill and Scroll
Georgia Scholastic Press Association
Columbia Scholastic Press Association
National Scholastic Press Association
Atlanta High School Press Association

Vol. XI

March 27, 1936

No. 9

Some school papers take more than a third of a column for the masthead. It is desirable to publish names of all staff members who have done a considerable amount of significant work on the paper; nevertheless, space is precious. Probably it is best to have most masthead material in very small type, as in this example.

Broadway Whims

Published weekly by the News Writing Classes of
Broadway High School, Seattle, Washington

Entered as second-class mail matter, November 17, 1909, at
the Postoffice, Seattle, Wash., under the Act of March 3, 1879.

IRA T. MILLER.....*Director of Journalism*
Subscription price.....\$1.00 per Year



All-American rating for five consecutive years

WHIMS PLATFORM

To present to the students of Broadway High School
an accurate, truthful and interesting newspaper; to foster
school spirit and good sportsmanship; to encourage
honest and efficient student government and to support
and co-operate with all school activities to the end that
school life will become more enjoyable and profitable
to all.

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Editor-in-ChiefDot Mitchell
Managing EditorMargaret Cornelius
Feature EditorBurton Waldo
Sports Editors.....Philip Evans, Harriett Siegel
News EditorJames Winters

DAILY STAFF

Editor-in-ChiefSusan Howard
Associate EditorBurton Waldo

ADVERTISING STAFF

Advertising Manager.....George Herrman
All-City Business Manager.....Geraldine Borberg
Business Manager.....Margaret Reese
Circulation Manager.....Betty Walters



This masthead is finely balanced and makes judicious use of type display. It should contain names of outstanding reporters and contributors.

The Hilltopper



Jamaica High School
168th St. and Gothic
Drive, Jamaica
Republic 9-5942
10 Times Per Term

CHARLES H. VOSBURGH,
Principal

EDITORIAL BOARD

AUGUST LOCKWOOD

EDITOR-IN-CHIEF

MORRIS GORDON

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ART STAFF — Arthur Marcin, Manager; Anita Berkowitz, Nicholas Semaschko, Russell Selmer.

ADVERTISING STAFF — Allen Reitter.

ADVISORY BOARD — Mr. William Ryan, Journalism; Mr. Morris Perman, Business; Mr. Fred Wichman, Art; Mr. James Fitzpatrick, Circulation.

Wednesday, October 23, 1935

This example shows a great many names in a relatively small space.

Muhlenberg Observer

Entered as second-class mail, November 26, 1928, at Laureldale, Pa., Post Office, under Act of March 3, 1879. Published monthly by the students of Muhlenberg Township High School Laureldale, Pennsylvania.



Editor, John Neuberger
Headline Editor, Gladys Kutz

PAGE EDITORS
Virginia Strache
Jessie Kutz
Kathleen Eisenbach
Virginia Bremer

COPY READERS
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Maureen Doughty Spahr
Janetie Bucks

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Dorothy Spahr, Assistant
Mary Vitt, Business Editor

Faculty Advertising Manager H. G. Gebelich
Faculty Circulation Manager K. H. Schanell
Faculty Adviser L. B. Reed

Volume 10, Number 9 May 14, 1937

Parade Them All

ON MAY 20, the people of United States dedicate a day to honoring the men who participated in American wars. The day is spent with bands playing and flags waving, soldiers and sailors passing in review, and speeches by prominent citizens.

How Would You Spend \$25,000?

If someone gave you \$25,000 what would you do with it? According to some of the surprised faces a great deal could be done with it.

"Geo, I never had that much money! I wouldn't know how to spend it," exclaimed William Geisler, 9C, smilingly, "but I'd buy a Ford and give the rest to my mother."

Animals seem to be popular and Wayne Rothenberger, 10D, would buy dogs.

"I'd buy a horse, a cow, oh, I guess I'd buy a whole barnyard," said Richard Reed, 9D, after some consideration.

Vera Milkins, 8D, instantly replied that she would buy a new automobile, take a trip around the world, and buy new clothing with her \$25,000.

The best pal of Emma Ketterer, 9B, should have a pleasant time, as Emma would take her on a trip along with the family. She would also buy a new home.

"I'd spend it," exclaimed Florence Clemmens, 7E, too surprised to say anything else. She changed her statement after a while by saying she would keep enough for ice cream and candy and give the rest to her parents.

Just as most girls would buy lots of new clothes. Besides this, she would buy a new car and use the rest to take up nursing.

Spring

HARK! There's something in the breeze,

Do You Recall



Do you recall when Mrs. S. R. Rothenberg, present librarian, book ed as pictured above?

Can You Answer These?

1. What all-around athlete at Muhlenberg has earned the most honors?
2. How much material was purchased for the girls' chorus outfits, costumes?
3. What member of the class of '38 had perfect attendance in junior and senior high school?
4. What was the name of the first stage production given at Muhlenberg?
5. What teacher travelled to Bermuda during Christmas vacation?
6. What pupil at Muhlenberg has had perfect attendance for 10 years?
7. Who was the president of the 1936 graduating class?
8. What teacher portrayed the part of Yimmie in the faculty play, "The Great Gatsby"?

Here And There

Miss F. A. Rahn, teacher of health and guidance, is working for a Vocational Guidance Ed. M. Degree at Harvard University.

Arbor Day was celebrated on April 26, by the Camp Fire Girls under the leadership of Miss R. H. Lotz, Miss E. Staudt, teacher of history, and Miss M. E. Moyer, teacher of English; the Boy Scouts under the direction of R. S. Leinbach, teacher of geography; and the Girl Reserves, directed by Miss F. A. Rahn, teacher of health. The Camp Fire Girls gave a play entitled "The Prayer of the Forest Spirit." Superintendent of Schools, C. E. Cole, was a speaker; and Marie Shippe, 12A, sang "Trees."

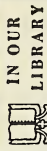
On April 13, J. B. Shaner, shop instructor, made a speech on "Occupations in the Textile Industry," before a group of Reading teachers.

Richard Reinhold, 11A, and George Becker, 11B, have composed a song entitled "Let's Dream." Becker composed the music and Reinhold wrote the words.

The Little Theatre Club plans to revisit the Hedgerow Theatre sometime in May.

Fourteen members of the 7F home room recently took a hike to the Pagoda to study nature in general and also for a social get-together.

Pupils Air Views



IN OUR LIBRARY

Westward Hoboes

Reviewed by JOHN NEUBERGER
Westward Hoboes is a typical book discussing travel in which is described the ups and downs of frontier motoring. It is typical because it conforms with the usual run of travel books, being unique only due to a slight distinctive style developed by the author. The book concerns the experiences of two Boston girls who motor along the Rocky Mountains from the Southern border of United States to Canada.

Westward Hoboes is recommended only for those who enjoy and all travel books. For those who wish to read only travel books that stand out from the ordinary, Westward Hoboes would prove a disappointment.

What Others Do

Elon College

Judged Ideal
Elon College of North Carolina was rated as one of the country's best equipped and termed as an ideal small college by Dr. Robert Kelly, secretary of American Association of Colleges and Secondary Schools.—Maroon and Gold, Elon College, North Carolina.

Oley Stages
Gym Exhibit

obtain the impression that the art of war is a glorious art. Yet no show is made of the blind, lame, maimed, and hideous wretches that neither hear, see or speak, but merely breathe.

If a parade could be held in which all the living dead hidden away in government hospitals could appear before the populace, a new significance would be given to this day in which the real "glory" would be given to the art of war.

Farewell, Seniors

SENIORS WILL soon say farewell to their Alma Mater, and will set out alone, upon the road to future success. They will have to say farewell to their books, old friends, and teachers.

In the future, the class can look back and see just what their school life has done for them. This will be determined to a large extent by the attitude and effort of the individual senior during his years at Muhlenberg.

Shortly the members of the class will separate to follow various pathways of life.

Muhlenberg pupils wish that the pathways chosen may lead to success.

Order Yours Now

CONSISTING OF 12 pages and containing individual pictures of the seniors and a group picture of the faculty, as well as the class prophecy, will, history, and poem, the senior number of the Observer this year should appeal to most Muhlenberg students.

Not only seniors, but other pupils as well will want to keep this special issue, which will appear during the second week in June, as a souvenir.

It seems to whisper, "through" trees,
It seems to sing so soft and low—
Spring's arriving, don't you know?
Flowers awaken from their wintry bed,
Each and all is lifting its tiny head.
Flocks of birds from their southern homes,
Are nearing again with their beautiful tones.

It touches the brown cocoon upon the tree,
And if we watch a beautiful butterfly we soon shall see.
It calls to the brook in the wood-land dell,
Which runs to the river, the glad news to tell.
Virginia Straube, 11B.

Mother

MAY WITH ITS blossoms and sunny days,
With its rippling laughter and delightful ways;
Brings with it the sweet thought of Mother—
For you and me there can be no other.

Mother's Day isn't just a day to give flowers and sweets,
A kiss, a ride, or any little treat;
But give her your love the whole year through—
Show your appreciation in all you say or do.

Think of Mother now, not when she's away,
Love and carries her day after day;
When she is gone, life isn't the same—
There's so much meaning in just: her name.

Irene Clouser, 11C.

9. How many pupils have graduated from Muhlenberg?
10. What was the motto of the 1960 graduation class?
11. Who played the part of the heroine in the senior operetta, "Pickles"?

The answers to these questions will be found scattered among the advertisements.

Song Hits

Boo Hoo—A baseball fan staying in after school on the night of a game.

This is my last affair—A pupil's promise to the detention judge.
There's something in the air—Amateur airplane makers testing planes during club periods.

Wake up and live—Advice to day dreamers.
Let's call the whole thing off—Final examinations.
There I go again—Making 100 per cent. in a test.

Dedicated to you—Track stars giving the cups they have won, to the school.

On the sunset trail—Walking home from school after baseball practise.

How could a fellow want more—Pupils released from detention.

Someday we'll meet again—Seniors bidding goodbye.

The skeleton in the closet—The skeleton which was given to the school.

No use pretending—When a student doesn't have his homework.

Am I asking too much—When a teacher asks a pupil what his thoughts are.

I've got my love to keep me warm—When a teacher throws a freezing look at a fellow talking to a girl.

The love bug will bite you—Be ware of Spring Fever.

ON YOUNG RAVING

Do you feel that the ruling compelling pupils to secure permission to leave the home room at noon has improved the ball contact at that time? Ten pupils of Muhlenberg were asked this question and the following answers were received.

Mae Gring, 10B, commercial student. "The idea is all right, although I did my share of the groaning at first. It has helped the noise in the halls to some extent."

Mary Landis, 8D. "There is some change but the noise is still bad and it hasn't helped very much."

Catherine Rebenberger, 10A, academic student. "The idea is all right but it hasn't helped the noise in the halls."

John Lewis, 7A. "If all pupils would behave in the halls, rules would be unnecessary. This idea, however, is a good one, but the noise could still be decreased to a greater extent."

Earl Faller, 11D, industrial student. "Asking for permission is a bother. Although the amount of noise is lessened there is still room for improvement."

Catherine Eppler, 9A.2, academic student. "The noise in the halls has been helped, and asking for permission has gotten to be a habit with me."

Julia Ferlini, 12B, commercial student. "Asking is a nuisance and the disturbances in the halls have not been lessened."

Jacob Patches, 12C, industrial student. "The idea is all right if carried out in a systematic way."

Kenneth Fisher, 13C, industrial student. "I do not like the system and it absolutely hasn't helped the noise."

Ruth Kelley, 12B, commercial student. "Remembering to ask is very hard, but the noise has been lessened to some extent."

Physical education classes of the Oley High School gave a gymnastic demonstration in which 225 pupils participated. —The Speak-Of-Link, Oley, Pennsylvania.

West York High Pupils Correspond

Eighth grade geography classes of West York High School correspond with Jim Jenkins, world traveler, and recently gained information from him concerning Zanzibar, the largest coral island on the East African coast.—The Blue and White News, West York High School, West York, Pennsylvania.

St. Mary's Senior Wins Ohio Art Prize

Martha Mary Sumner, senior, won first state prize in a National Art Contest on the subject "How I Can Use Art in My Daily Life." —The Bell, St. Mary's High School, Sandusky, Ohio.

We Congratulate...

Ninth grade boys for their assembly program on alcohol. Marretta Biehl, 11B, for recently graduating from the Bryland Beauty Institute.

Eight C Jug band for their performances during home room periods.

David Phillips, 7A, for designing and constructing a modernistic walnut lamp.

The Muhlenberg Camp Fire Girls for presenting a program at Penney's Department Store.

Muhlenberg pupils who won medals in literary, track and field events at Kutztown.

Sarah Schaefer and Arthur Bright, 10B, and Carmen Ringler, 10C, for typing consistently at the rate of 40 words a minute or over.

Blue And Gold

Published by and for the students of Wynechboro High School on the 15th of each month during the school year



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Vol. XIII Tuesday, December 15, 1936 No. 3

Getting Your Share

George Horace Lorimer, former editor of the Saturday Evening Post, once said, "You'll find that education is about the only thing lying around loose in this world, and that it's about the only thing that a fellow can have as much of as he's willing to haul away. Everywhere else is measured down tight and the

In The Library

Ariel: The Life of Shelley

By Andre Maurois

Reviewed by Helen Lecone
The old proverb, "Truth is stranger than fiction," is certainly proved in this biography of the poet Shelley. His life was so very different from the average man that at times the story appears to be the product of the author's imagination.

Following his expulsion from Oxford because of his atheistic opinions, Shelley's life became one of wandering. He met the beautiful Mary Shelley, daughter of Harriet Westbrook, the daughter of a coffee-house keeper, whose stories of an unhappy home life appealed to his strongest passion, the hatred of tyranny. After three years of a nomadic existence they separated, and two years later the unhappy Harriet drowned herself in the sea. Shelley married Mary, the daughter of the revolutionary William Godwin, whose revolutionary philosophy had a deep impression on Shelley.

Broken in health and dejected because of a series of disappointments and shocks, he left England and went to Italy where he spent the last several years of his life. Although only thirty years old at the time of his death, Shelley led an eventful existence. The pages of Ariel do not hold a dull moment for the reader from the beginning to that time when the poet's ashes are buried in the Protestant cemetery at Rome.

These new books have recently made their appearance on the shelves of the library: "Lest We Forget" by Thompson; "Lad of Sunnybank" by Yehune; "Gray Dawn" by Stewart Edward White; "Brothers Karamazov" by Dostoevsky; "My Lady of the

The Riot

"Twas on a Monday morning,
The study hall was quiet;
Without a bit of warning,
The place became a riot.

A little mouse came scampering
'Cross the study hall floor;
Knew not that he was hampering
The students' work galore.

The teachers acted unconcerned
And tried to bring back order
Poor little mouse by then had
learned

"Twas not the place to loiter.

Girls giggled, then drew up their
feet;
A shriek was heard upon the air
When Dickens occupied the seat.

Where could he venture here to
scur.

W. R.

Some Poor Skates At A Party

Have you ever seen any of our
skaters? If you haven't
heretofore, you've
missed something worth while.
Seeing their antics on the skating
rink you would never believe that
they are athletes.

On Monday, November 30, the
Tornadoes had a whirl of a skating
party at Cold Springs Park.
Most of them copied my as
they skated two laps around the
rink every way by the right one.

Several of the girls had their
hands full with their muscular es-
corts, who were evidently unfa-
miliar with wheels on their feet.

Some got started nicely but came
to grief on the treacherous curves
and went sliding out of bounds.
There were numerous first downs
in the boys' line, but the girls
as some one was always holding
passes were often tried, and there
was too much interference and re-
usually both the passer and re-

COMMENTARIES

By Julius Sizzer

"LIONS LEARN OF THANKSGIVING"—Head-
line, appearing the day after Thanksgiving.
Maybe we'd better dash down and warn them that
Christmas is coming.

Elmer Twerp thinks Mr. Roosevelt started out
on the theory that the world had an opening for
him. "Anyway," says Elmer, "he's in the hole
now."

It is rumored that several big league scouts are
looking Laun Smith over as a possible prospect for
the 1937 baseball season. Laun's stellar fowl chasing
ability was graphically demonstrated in the Thanks-
giving play

There is one consolation in the Wally-Eddie
scramble; namely, that the British cabinet has
been so busy with the matter of the new
worry about who's going to start that war. It
would seem that Dan Cupid still packs more
punch than Mars.

It's our humble opinion that Britannia should
concentrate on ruling the waves because she hasn't
had much luck ruling King Eddie.

If there are any points on which our readers
are not satisfied in this informational mix-
up they may receive concise information from Mr.
Harbaugh. He knows the facts—as usual!

It has been accurately calculated by Dr. I. M.
Woody, A.B.C. D.E.F. that if all the time occupied
by our students in "doodling" was laid end to end,
it would be equivalent to 4,986,735,609,483,627 years.
In the event that you do not know what doodling is,
the editorial department of this paper can inform
you authoritatively.

One fellow whom you're justified
In taking for a ride
Is the boy who tells your sweetheart
All the past you've tried to hide.

The enigma of the shorthand class seems to be the
unanswered query as to why Miss Jones (one of the
Jones girls) is so desirous of learning to spell "shock."

screw driver is lost."

This somewhat novel quotation gives everyone, especially high school students, a new slant on education. It also makes clear the fact that each person directly controls his own destiny in regard to securing an education.

Although it is stated that education is "lying around loose", this does not signify that it can be secured without hard work and perseverance. The latter part of the first statement, "as he's willing to haul away", plainly implies that an education is obtained only after much hard work.

The student who conscientiously studies his assigned lessons each day is the fellow "hauling away" knowledge in easy loads. On the other hand, the fellow who bluffs his way through the daily recitations and then crams for a test, is likened unto the person trying to haul away a load that is too heavy for him. This method of learning is the same as a lump in the throat that cannot be swallowed.

Start early in this school year and conscientiously work to learn daily assignments and thus be one of the persons hauling away his share of education in easy loads.

—Harold Foust.

Credit, Where Credit Is Due

For the past several years there has been a growing clamor for letter awards in debating. We extend our appreciation to any individual or organization which proposes such awards.

Since it is an irrefutable fact that the students who debate represent the school just as fully as the athletic teams, it is but common justice to reward their zeal and enthusiasm in their field of endeavor. After all, in preparing their material for presentation, our public speakers work as hard mentally as the athletic teams labor physically to get into condition. It has always been our impression that letters are to be awarded for proficiency in any representative extra-curricular activity of the school.

Under these terms our debaters are eligible and should, we think, be given letters. Perhaps there should be some symbol on the award to designate that it is for public speaking but, at any rate, some such recognition is due the team. The student body might easily swing the issue by backing the debaters this year.

"Away to the Gaspe" by Brinley; "America Goes to Press" by Greene.

Have you read these interesting articles in the recent magazines?

"Personality Can Be Acquired" by Henry C. Link, in the Reader's Digest for December, 1936.

"Peace on Earth" by Theodore Morrison, in the December issue of the Atlantic Monthly.

"The American in America," by Peter Roman, in the National Geographic, December, 1936.

"The Speech Aspect of College Training for Business," by Ernest P. Triplett, in the November issue of the Journal of Business Education.

Have you bought your Christmas Seal?

grunting heap. One of the stalwarts, who is quite a dancer, tried this art on skates; but several falling trips to the floor convinced him of the error of his ways.

With the ten-thirty curfew a thing of the past, the boys tussled with the pesky, traitorous wheels with the electric lights. They finally gave up and wended their weary way homeward to apply arnica to various and sundry afflicted anatomical points.

A vocational conference was held last week in the William Penn High School of York. Each member of the junior and senior classes went to the room in which the vocation of most interest to him was discussed. At the end of the day there were 38 different conferences from which the pupil could select

add an "e" to it? For the best answer to this problem this paper will award a prize of one used trolley transfer.

Students! To arms! To arms! The fair, unblemished record of the school has been undisputed! We have been accused of presenting in our annual Thanksgiving classic a rooster which, according to some, proved to be a hen. This is not true and we must stern the tide of this foul rumor. Even the local paper joined the throng in condemnation of the supposed hoax. Now, we hate to spoil anyone's fun or to destroy anyone's faith in his own eyesight but, nevertheless, that hen really was a rooster. So there!

Dumb And Dumber

George Spively (blushing): "On this ring I should like you to engrave 'For My Darling Geneva.'"
Jeweler: "Would it not be better to have simply 'For My Darling'? You see it will be at least a week before we can let you have it."

Virginia Kriner, puzzled over a sign in shorthand: "Miss Fogelsanger, what's this here?"
Miss Fogelsanger: "This here? Why, Virginia!"
Virginia: "Well, then, what's that there?"

Miss Miller, in commercial geography class: "Donald, name something made out of tin."
Donald Rook: "A Ford."
Miss Miller: "Detention."
Donald (to himself): "Now I wish I would have said a Plymouth."

Miss Harper, who was questioning her English class on the story, "The Gift of the Magi", "Elaine, what is Della's most treasured possession?"
Elaine Martin: "A kiss."

The students of Littlestown High School were entertained recently by Tommy Tucker, a Hollywood sound effect man, who has worked for Walt Disney in the Mickey Mouse productions. He demonstrated to his audience, by means of a diagram and a microphone, how sound effects were put on a film.

"One of the greatest annoyances of our school is the thoughtless, self-centered individual who goes to study hall with no intention of studying or of letting any one else study."—Orange and Black, Martinsburg, W. Va.



THE EASTERNER

EASTERN HIGH SCHOOL LANSING, MICHIGAN

Published and printed every two weeks during the school year by the journalism and printing classes.

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Reply to Irate Letter from Girls' Band

In response to an editorial which criticized the girls' band in the December issue of the Easterner, the following letter has been received which we are glad to publish.

To the Editor:—
 Reading the Easterner I wish to state my opinion in reference to the article you wrote about the girls' band. We donated our services to the buying of the boys' uniforms and that was the reason we have no new uniforms of our own.

We marched because of the experience we needed to prepare ourselves to compete in the Tulip Festival next May. Is it such a disgrace to gain much needed experience at home instead of going to the Tulip Festival? We have won their first performance and 99.9/10% are usually poor.

I'm sure with the support your paper has shown us that it will lead the girls' band to inevitable distress.

Respectfully yours,
 Vidéar Lake.

Despite the wrath of the girls' band and the denunciation which the staff received, we welcome this reply. It is our hope that our editorial is being read and that it has been helpful.

Snapshot Contest Winners Announced

Each fall semester Miss Manning conducts a snapshot contest which is open to all members of the zoology classes. The only restriction is that the picture must be of the picture itself. The main objective is that the snapshots be of an animal.

The three judges who rate the pictures are Mr. C. C. Harrison, a technician of photography; Miss Harrison, on the arrangement of the animals in the picture; and Mr. Freeman, on the general interest.



Table for Two

Last semester, the first prize was awarded to Josceline Feldschmidt. The winning picture is shown above. Josceline is a sophomore who snapped in front of her home.

Josceline has a kennel of dogs and therefore is especially interested in the picture. The second prize went to Betty Galvin for her picture of two horses.

Charles Kesp was given the third prize award. His snapshot of a dog was taken inside the house.

A surprise awaits the one who peeks into the anteroom behind 1936.

Alumnus in Medical Corps; Halpin in Insurance

Vernon Peters, a graduate in the class of '35, is in Panama. The Panama Canal Zone. He was graduated he joined the army and went to Selfridge Field. In June, 1936, he was transferred to Abbrook Field, Panama. He is now in the medical corps.

Poetry by Esther Tueling Published in Church Paper

Modest Poetess Has Written Since Eighth Grade; Verse Delicate, Lovely

Although many of us in Eastern mission are not aware of the fact, we have in our school a poetess, who may even be a second Edna St. Vincent Millay. Esther Tueling, a junior A, has written poetry since she attended the eighth grade in Walster French Junior High School. It was while attending this school that she wrote her first poem. Her poems were published in the Postal, a Methodist Church publication, on January 8, 1937.

Esther is a rather shy person and is very modest about her poetry. When she was asked her favorite poem, she said: "Soft, dark and cool The night brings and peace To burdened and aching hearts, To tired eyes and weary backs."

SOUNDS

Will cease flying overhead at night. The wall of the police siren. The uncending roar of ocean breakers. The music of a pin. The music of rain. A windy day in March. A clock at midnight.

ODORS

Lilac bushes after a shower. Freshly baked apple pies. The smell of a new book. Newspapers just off the press.

COLORS

The yellow of the summer road. The blue of the golden sky. The purity of a baby cloud. The startle of the poppy. The blue of the poppy. The black of a moonless night.

Still nobody does anything about the fact that it isn't because people don't want it.

Abbe's 'Hill Wind' Among Best Sellers

'Secret Marriage' for Norris Fans; Goya's Biography Interests Spanish Students
 By Jane Reed

Call for Dramatists; Hi-Rocket Gets Cup

Down Michigan way, in the Kresville College of Outpost and Surgery, a cry goes up in their school for dramatic talent. Following is one of the phrases used: "I can't get a play on the shelf, and fifty actresses, to put Mae West along side of him, and twenty-five others who are willing to show out on the two of them."

More in keeping with the name of the school, the above paper presents the State Board Questions. Under the heading "Pathology," the question is: "Give the descriptive differentiation of carcinoma and fibroma. Obstacles: Give a improved method of preventing 'opthalmic' carcinoma." Are there any more?

According to the Hi-Rocket, a large sterling silver cup has been adjudged the permanent possession of Durham High school. Ten years ago the Thomas Hume journal award was established.

not your big moment is yet to come. These faculty programs enable the students to work better. The human side of their supervisors is shown. The teachers feel that they haven't the time to prepare for the programs. Certainly they should be able to present a program on a moment's notice, so highly developed present the entertainments at shorter intervals.

If they understand how the students wholly appreciate and enjoy their efforts, they would do all in their power to comply with that request and present the entertainments at shorter intervals.

Because we do not live on desert islands we cannot think only of ourselves.

Keyhole Scribe Finds Mr. Leach 'Grounded' on Iron Radiator

Microphone Investigation Committee Appointed; Shelberg Takes to Floor; Clothing Students Make Colorful Blouses

English IV, as being taught by Miss Grahe, will follow along the lines of the modern movement of literature. The requirements for modern themes in this class will be the modern essays, dramas, plays, novelists and historians.

The members of Miss Harrison's commercial art class are pursuing a course of study which will enable them to design and make clothing. The class is said to be an exception, as never before have so many art students really contemplated college courses. At present, the work is such as to involve figure drawing, modeling, likeness, and silhouette.

Clothing I students under the watchful eye of Miss Vollmer are engaged in the art of making blouses. The type of blouse to be made, and thus a riot of color and variety in design can be seen when the girls are at work.

On the suggestion of Mr. Rich, a committee was appointed by Mr. Harris to consider different types of microphones, one of which will be bought for use in the radio speech class. Lyle Schlappi was appointed chairman of the committee with the other members being: Mr. Rich, Mr. Harris, Mr. Vincent, Dorothy Harrod, Charles Feigman.

What student in Mr. Lange's chemistry I class was seen walking around the classroom apparently looking for a bottle of air. "Why, I'm looking for a bottle of air." This was the result of an experiment paper calling for the mixture of a certain substance with air. Are you guilty? (A. V.)

is a major part of a girl's education. In olden days a girl was taught to keep her ankles covered and generally to deport herself like a lady. Nowadays this kind of knowledge is just as important as ever, although it is not learned in school. When she goes back to the States, she will be at a distinct disadvantage because of this hole in her social schooling.

It has been said that the reputation of the school must be upheld, but certainly it is more important to think of the welfare of the pupils. They might make a few foolish mistakes, but, if limits were set as to the places to which couples could go, there would be little trouble. If the students understood the matter fully, they would be sure to co-operate. It would be, perhaps, too sudden a change to let normal relations prevail all at once, but couldn't they start with foursome? There's safety in numbers!

Your Name, Please

What famous newspaper records the name of the reporter at the top of its articles? A picture of the *New York Times* flashes at once into your mind. Kindly retain it while you read the remarks below.

Off and on for years the advisability of following the plan of the *Times* has been discussed by the *Shanghai American* staff. The proverbial birdie has been whispering lately that the *Shanghai American* may adopt this policy in the near future. Reporters are expected to go into rhapsodies over the idea, for they will get their names in print. Incidentally, if such an exception should occur, a reporter, ashamed to see his name attached to a poor article, might improve his writing.

Delicately hint your approval or disapproval of this proposal, you concur; your opinion may determine whether or not the *Shanghai American* decides to emulate the *Times* in this respect.

The Blight Of Bunnies

Perhaps you raise rabbits. If so, let us warn you not to be careless with them, for when uncontrolled they are dangerous. A glimpse of the internal condition of Australia will tell you why.

In 1860, somebody shipped 24 rabbits from England to Barwon Park, Victoria. They were taken there as pets, but within a year they had increased and multiplied into a menace. Six years later there were 20,000 rabbits in Barwon Park alone, and though a drive was organized to kill them off, they went on increasing. They crossed the Murray River and invaded New South Wales; soon they were in Queensland.

In an attempt to kill off these pests, weasels and mongooses

each other.



Eugenia Mae Barnett, '31, who just returned to Shanghai from the States and Kobe, where she was married to Mr. Frederick Schultheis, will live in Peiping where her husband is librarian in the College of Chinese Studies.

Jean Cannon, '36, who attended Lingnan College in Canton last semester (is remaining in town now with the intention of taking up French, shorthand and typing. She hopes to be able to go to the U.S. next year to college.

Patsy Smith, '34, is now attending the University of Washington in Seattle, where she is taking a course in dramatics.

Jane Gregory, '34, at Sweetbriar College has been lucky enough to get a place on the "A" basketball team; she has always been tremendously interested in sports and done very well in them.

were turned loose among them, all to no effect. An attempt was made to reduce their number by introducing parasites into their midst, but this also failed. Western Australia spent \$400,000 to build 2,000 miles of wire-netting fence, only to find that there were rabbits on both sides.

Without the rabbit, Australia could double the number of sheep and livestock of its farms. Ten rabbits eat as much grass and pasture as one sheep. They eat and destroy bushes, bark of trees, crops—anything they can reach. They are responsible for the great sandrifts of Australia, caused by the wind whipping up soil stripped bare of all vegetation. One geological authority, Dr. Madigan, of Adelaide University fears that rabbits will cause an increase in the number of Central Australia deserts until one desert links up with another. Today, statisticians calculate that rabbits rob Australia of \$50,000,000 each year.

And so, bunny-breeder, take care lest these seemingly innocent, yet actually formidable, creatures become unmanageable.

ficial effect on our publication. The point where pressure should be brought to bear is on the side from which the ink comes from our exchanges, our headlining and our make-up is second to that of few if any other high school papers. An interesting sideline No. 2 is older by several years than the C.S.P.A.



One meat packer is putting a bacon perfume into the ink used for labels to make the package smell appetizing.

Removing the shine and restoring the nap to worn garments are possible under a French chemist's process.

Popular Mechanics.

In Marseilles, France, Jean Guerv defended a client so movingly that the judges broke into tears, then sentenced him to three years in jail when they found out he was not a lawyer.

Time.

Slight car trimors have been noticed recently in Southern California and in Florida. The former were caused by the shivering of Californians the latter by the Floridians shakings with laughter. *Atlanta Journal.*

The pictures from the Spanish front show a deterioration in the Moors. We have yet to see one who would do for *Otello* in a No. 2 theatrical company. *Detroit News.*

Mac's income figure bulges some, too.

Portland (Me.) Evening Express.

The League of Nations certainly is an impulsive outfit. A recent bulletin says the league has reached the conclusion that the Spanish war is a threat to peace.

Troy (N. Y.) Record.

Effective use of standing or label heads for feature columns is well illustrated in the page from the *Shanghai American* of Shanghai, China (pages 178, 179). It would have been better, however, if they could be so arranged as not to "bump," that is, be alongside each other in adjoining columns. The masthead takes too much space. Editorial board and business staff could be in smaller type and reporters' names could be run in instead of tabulated. Articles should have headlines even though they also have labels.

Making Stories Fit Space. Not only must the make-up man arrange the reading matter and ads in such order that the most important stories go in the most important positions on each page, with the others arranged so as to bring out contrast; he must also arrange them so they will fit the space exactly. Following are the methods by which the make-up editor solves this problem.

You will recall that most news stories are written in such form that the last paragraph or the last several paragraphs, or indeed all paragraphs except the first one, may be cut off without destroying the essential completeness of the story. Thus if the column is too long the make-up man can take away one or more paragraphs of a story. Then if he finds that the column is too short, he may insert thin strips of lead between some of the lines until the column is *justified* — that is, brought to exactly the right length. However, if the vacant space amounts to a quarter of an inch or more it is probably better to fill it with a small story known as a *filler*. Fillers may be used without headlines on the inside pages, but not on the front page.

Sometimes the problem of justifying can be solved by continuing a story into the next column to the right or by killing a subhead or a lower deck of a head. Ordinarily there are *leads* or *slugs* (thick strips of metal) between the decks of heads and between the head and body of the story, which can be removed; or more can be added.

Staff Co-operation. One lesson a person learns thoroughly in journalistic work is that of willingness to sacrifice his personal wishes or advantage to the greater good of the paper. Although this is true in every phase of journalistic work, it applies with special force to the problem of make-up. Every reporter wants

his stories to be published; every department head wants his full allotment of space every day; the advertising staff wants to print all the ads it can sell and the editorial department does not like to see advertisements crowd out important stories. Both the advertising and the editorial staffs want as much time as possible in which to do their work, and the printing department wants all material as early as possible so that it will not be rushed more than necessary as the hour or minute of publication nears. Three steps are recommended to meet this situation: (1) every staff member must place the welfare of the paper above all other considerations; (2) understanding of and sympathy for the problems of the other departments and staff members are necessary; (3) adoption, wherever possible, of rules governing the rights and duties of individual staff members is important.

An example of the third of these steps is the various *dead lines* in practice in every newspaper office. The paper must be printed by a certain time in order to be delivered to the subscribers at the time they are expecting it. Each step in the process takes time. The printing department requires a definite amount of time to produce the paper after it receives all material from the editorial and advertising departments. Copy editors require time in which to edit material, hence they must have all stories from reporters some time before they have to give them to the printers. So it goes; there must be dead lines for every phase of the work.

Some one staff member must have authority to decide in each case what material should be published and what should be held out for lack of space.

Staff members who are dilatory merely because the dead line is still many hours away are a detriment to the welfare of the paper. The dead line is the time when the *last* copy is due, not when *all* copy is due. If all material for the paper were ready just at the dead line it would be impossible to publish the issue on time. A dead line is not to be used as an excuse for lack of promptness.

Other Details of Make-Up. Since a newspaper has a number of departments, the make-up man knows there is certain material that must go on certain pages or even in certain columns.

PLAN TO REVIVE SHIPBUILDING HERE LAUNCHED

**Business Leaders Map Program
To Raise Half Million; Will
Bid on New Government Work**

Plans for the immediate raising among themselves of half a million dollars for the organization of a company to revive the shipbuilding industry in Seattle were launched yesterday at a meeting of forty Seattle business leaders.

The program called for a contribution of \$125,000, it would bring \$500,000 dollars to Seattle, a large part of which would go for labor, as the work would provide employment for from 3,500 to 4,000 men. There have been no such shipyard payrolls in Seattle since the World War days, it was recalled.

The fact-finding committee which laid the foundation for the new shipbuilding company has been in

(Continued on Page 2, Column 6)

SHIPBUILDING UNIT MAPPED

(Continued from Page 1)

consultation during its work with ~~the~~ Slacks, assistant to the chairman of the maritime commission.

Paul Pigott, president of the Pacific Car and Foundry Company, is chairman of the committee, with Earl D. Dorah, president of the Doran Company, as vice chairman.

The other members are G. M. McBride, district sales manager of the Air Reduction Sales Company; Henry Seaborn, vice president of the Skinner and Eddy Corporation; E. L. Skeel, attorney; E. C. Stone, secretary-manager of the Stimson Mill Company; J. A. Swalwell, president of the Seattle First National Bank; Port Commissioners Horace P. Chapman, J. A. Earley and Smith M. Wilson; Col. W. C. Bickford, general manager of the Port of Seattle, and Capt. E. R. Gayler, public works officer, Puget Sound Navy Yard.

—Seattle Post-Intelligencer

This example of a break-over head shows how carefully the editor of a newspaper seeks to help the reader follow the story to another page. (The middle part of this story is omitted to save space.)

This fact sometimes involves him in difficulties which he must solve as best he can. Sometimes the solution is the *break-over*; that is, the article is started on the page where it belongs and completed on another page. Many newspapers habitually break-over leading front-page stories. There is some difference of opinion as to whether or not this is good practice. It does make it possible to have more stories begin on the front page; on the other hand, it is an inconvenience to the reader and probably takes his attention away from the front page before he has finished reading everything of interest to him there.

Whenever a story breaks-over to another page, or even to another column on the same page, the make-up man should see to it that the last line of the story before the break does not end with a period, for then the reader is likely to think it is the end of the story. There should always be a line at the point of the break-over to another page telling where the remainder of the story is to be found. A break-over head is necessary at the point where the story is continued; it is usually smaller than the head at the top of the story. It should if possible be worded the same or nearly the same as the top deck of the original head. It must readily identify the story for the reader.

Advertisements should be placed whenever possible on pages where the reading matter is appropriate. That is, ads for women's clothing are more effective on the women's club page or society page than on the sports page; ads of finance companies should be on the stock-market page.

In the making up of pages it is important that someone make sure that the page numbers and dates are properly placed at the top and that on the front page the volume, issue number, and date are correct. Error in these seemingly small matters makes the paper look absurd.

Following are examples of page make-up, some of student newspapers, others of professional papers.

CAMBRIDGE

Westlake School
 Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

Purposes Education

MAJORITY JUNIOR COLLEGE
 Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

ROGERS HALL

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

La New School

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

Chamberlain School

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

EMERSON COLLEGE

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

LELAND POWERS

SCHOOL OF THE THEATRE
 Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

CURRY SCHOOL OF EXPRESSION

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

ESPER GEORGE

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

SCHOOL OF THE BOSTON

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

DRAMATIC ARTS

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

HAPPYLAND

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

CHILDREN'S SCHOOLS

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

canon marco

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

KATHARINE GIBBS

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

LONGSYCHOOL

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

HOUSEHOLD ARTS

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

LA CHATELANIE

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

ANDREW WALENSEE

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

ROXBURY

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

ONARGA

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

LESLAND BOYS

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

WATSON

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

CHANCEY HALL SCHOOL

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

MOSES BROWN

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

CLAIBOURN

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

Saint Johnsbury

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

SANBORN

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

BECKLEY HALL

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

PRINCIPAL'S Purpose

Cambridge, Mass.
 Established 1885
 Prep. and Day School
 Boys and Girls
 100 Westlake St.
 Cambridge, Mass.
 Tel. 8-1111

The double-pyramid arrangement of advertisements. If all of these ads had been arranged in single-pyramid formation, many of them would have been buried. Note that the center of interest in the editorial material is in the middle of the page at the top; the banner is centered and the picture is slightly to the right so that it balances the headline in the upper left corner. (By permission of the *Christian Science Monitor*)

~~Lady Wainwright Chocolates~~

On
Mother's Day
Sunday, May 12

Markley's Home Store

2728 South Calhoun 617 West Foster Parkway

**We Invite You To Inspect Our
Stock of Quality
Merchandise**

We Specialize In
QUALITY, SERVICE, PRICE

**Come In and See What We Have in Groceries,
Fruits and Vegetables**

EDISTINCTIVE FUNERAL SERVICE™

Phone Harrison 1319
2114-16 Calhoun St.

WE WILL SERVE
BOTTLED

Coca-Cola
WHY BE DROUSY?

**Served At Our Football And
Basketball Games
Exclusively**

5

**Wayne Pharmacal
Supply Co.**

PRESCRIPTIONS AND SICK ROOM SUPPLIES

FREE DELIVERY

Phone A-0345

347 West Berry St.

PANT SHOP
FORT WAYNE'S EXCLUSIVE

Featuring

ants, Jackets and Sweaters

55 CALHOUN ST.

Tray DEGRADABLE
DRY CLEANING

**Eat
PIONEER ICE CREAM**
Fresh Ice Cream Always Tastes Best

FIONEER ICE CREAM
Fresh Ice Cream Always Tastes Better

**Eat and Enjoy
More**

Furnas Ice Cream
"The Cream of Quality"

Darling Shop

Darling Dresses

Popular Prices

Darling Shop

928 Calhoun Street

**When in Doubt About
the Best Way to Send
Your Love to the
Dear Ones on
MOTHER'S DAY**

Call H-2331

**Freese &
Branning
Floral Co.**
435 West Rudisill

435 West Rudisill

LET
STEARNS COAL CO.
Furnish Your Full Requirements
You Will Be Satisfied
H-2293

LET

STEARNS COAL CO.
Parish Your Fuel Requirements
Telephone Y-2298

This is a single-pyramid arrangement of the advertisements; therefore the lead story is in the upper left corner. Notice the contrasting type in adjoining headlines, and the variety created by the indented story near the upper right.



The Daily Pinion



1936

THE OFFICIAL ORGAN OF THE
MCKINLEY HIGH SCHOOL GOVERNMENT

1937

VOLUME XVI

HONOLULU, HAWAII, THURSDAY FEBRUARY 25, 1937

ISSUE 105

JUNIORS PLANNING TO GIVE PAGEANT ON MARCH 17

"The Quest of Character" Title; Mrs. Landgraf Director

"The Quest of Character" a pageant to be presented by the junior class on March 17, 1937, under the direction of Mrs. Janet Landgraf, is based on the McKinley Code of Honor.

This Code of Honor came into being as a result of a contest for a code of honor for McKinley, sponsored by the Character Education Committee in 1927. At that time the Character Education Committee was a standing committee of the Student Body government.

Mrs. Rivas and Mrs. Grigg's Record Rooms won the contest and together formulated the present Code of Honor.

Towards the end of the year in 1930, the Character Education Committee under the advisership of Mr. Francis Stafford, formerly an instructor here of Chinese, thought it would be effective to climax the work of the committee with an assembly program.

It was decided that a program based on the Code of Honor should be presented. Mrs. Janet Landgraf was asked to work out a program. With the help of Miss Teresa Clarke, who was then a teacher in the English Department, and Mr. Stafford, the Allegory or the "Quest of Character" was arranged.

Srs. Lose 36 Books First Semester

Thirty-six books were lost by the senior core classes during the first semester amounting to \$54.51 according to Miss Strickler.

Each class paid according to the number of books lost in their respective classes. The books have not been replaced to date yet.

Placement Director Issues Statement

Mr. Bowers, Director of the Placement Bureau, issues the following statement to all students who have applied for part-time work at the Placement Office:

"If you still want help in securing part-time work, it will be necessary for you to renew your application card at the Placement Office; otherwise, your cards will be removed from the files.

"Renewal dates of the application cards should be each quarter semester. The next renewal should be made at the end of this quarter, which is April the 15th.

"The reason why students are asked to renew their cards is that frequently students are called in when they are not looking for jobs.

"Do not get discouraged. There is a right job for you somewhere—a position which needs your own individual characteristics and qualifications as much as you need it. A place may be hard to find but do not give up trying. Look for it. You can find it if you seek intelligently.

"The McKinley High School Placement Bureau will help you all it can. Keep in touch with it by frequent calls and let it get acquainted with you."

Sophs Playing Games This Term

Various kinds of games sponsored by the Sophomore Social Committee are now being played by the sophomores in the Visual Ed. Building during the noon hour on Mondays, Wednesdays and Fridays, as well as afterschool on Wednesdays only.

No dances will be held this semester since not enough sophomores supported the last two dances held during the first semester.

Games such as checkers, chess, dominos, and anagrams are now being played. There will be no card games.

QUESTIONNAIRES FIND SEVERAL IN TOO MANY CLUBS

Executive Council, Committees, Clubs, Reps. Answer Questionnaires

As a result of the study of the questionnaires which were circulated to the Executive Council, Representative Assembly, clubs, and standing committees, it was learned that some McKinley students are overloaded with club activities. Eleven students were requested to drop one or more clubs.

It is well to look up the policy concerning clubs, on Page 24 of the McKinley Government Handbook. It reads: "No student may join more than three clubs. One outside activity as sheriff, fire marshal, publications, forum and Chairman of McKinley Government, or class government standing committee, shall count as one regular club. All class officers and McKinley Government officers cannot hold any club offices. Any student may hold two different offices in different clubs."

MCC To Celebrate 20th Anniversary

To celebrate their 20th anniversary, the March 11th issue of the Daily Pinion will be published by the members of the McKinley Citizenship Club.

SB Dance Nets \$5

The profit from the afternoon Student Body dance held on Friday, February 18, amounted to \$4.90, according to a financial report submitted by the McKinley Government treasurer, Kenneth Lum.

The total gate receipts were \$29.50. Disbursements included: Billy Mitchell's orchestra, \$18; cleaning, \$3, and spanles, \$3.60; making a total of \$24.60.

Not only does this page show the possibilities in mimeographing; it also is an example of carefully planned, nicely balanced make-up.

SUGGESTIVE EXERCISES

1. Examine copies of several afternoon papers and several morning papers to discover if there is any general difference in their make-up, especially with reference to the front page. Make a similar study of newspapers that are published mainly for street sale and those for home delivery. Pay particular attention to the headlines.
2. Compare the front-page make-up of a conservative newspaper with that of a sensational paper. Try to determine which you prefer, and why.
3. Take a page that has boxed and indented stories on it; cover these stories with ordinary ones of the same length and observe the change in effect. The theory is that boxed and indented stories attract attention not only to themselves, but also to other stories adjacent to them. Can you observe this effect?
4. Criticize the arrangement of advertisements in three different pages of a daily newspaper. Are they arranged according to the principles given in this chapter?
5. Can you find a copy of a newspaper that has the advertisements scattered all over the page? If so, compare it with a page arranged in a more conventional form. Clip out all of the stories and ads in the former page and rearrange them in the proper form. ✓
6. Examine the editorial pages of several different newspapers and observe the departures from conventional column widths, type sizes in heads and reading matter, of the editorials and other material.
7. As a practical exercise in make-up, clip out all of the articles in the front page of a newspaper and, using the material clipped, make up a page with one column less than in the original. Try to observe the principles of good make-up and still have the columns as near the right length as possible.
8. Find examples of advertisements that are placed on pages where the reading matter is appropriate to them.

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PART III

The Business Side of Journalism

CHAPTER XI

THE NEWSPAPER'S BUSINESS PROBLEMS

Business and Life. How can there be value to you in the study of business problems of newspapers? Many journalism students are planning business careers. Since the fundamental principles are much alike in all business, whatever you learn about business practices in connection with publishing will have value for you in your business career.

It is possible to discern clearly two values for students not planning on business careers. First, whatever occupation you may choose, you still need an understanding of the basic principles of business practice. You will be making business transactions nearly every day of your lives. You have to buy food, clothing, shelter, luxuries, pleasures, and the like. You hope eventually to be economically independent. This means that you must understand the principles of safe investment. You may get money in some way other than through business. But you enter the realm of business practice in the management of the money you earn. To become economically independent you must not only understand business fundamentals; you must also be practical in your application of those fundamentals. This is difficult. Common sense, self-restraint, and a determination to know what your rights are and to struggle for them are essential.

The second answer is that an understanding of the business problems of newspaper publication is necessary to your understanding of newspapers and your proper adjustment to them as vital forces in your life.

The course of action which newspapers take with reference to their ultimate function of promoting the welfare of society is determined by many factors. One of these is their business problems. Now newspapers with the best of motives may have attitudes, take actions, with which you cannot agree. You may

find that in spite of their honesty of motives, their attitudes may cause even their news columns to be biased in spite of themselves. Actually it is beyond the power of human nature to be completely unbiased, uncolored, neutral. The best we can hope for is honesty coupled with intelligence and common sense. Then if we understand the character of the paper, we are in a position to make proper use of it.

Unfortunately not all newspapers are whole-heartedly devoted to the welfare of society. Some of them are mostly interested in boosting their revenues by increasing circulation, and thus tend to publish any material the law allows that they think will appeal to the prejudices and baser emotions of humanity. Such newspapers are surely fewer in number and less influential than is commonly believed. Most newspapers are definitely concerned for the welfare of society and actively strive for the betterment of their respective communities.

Sources of Income. Newspapers have two sources of income, subscriptions and advertising. Of these two the advertising brings in the greater revenue. In some cases advertising may produce 80 per cent or more of the paper's total revenue. This fact is probably unknown to many persons and its full significance is understood by few.

Business Problems and Policy. Business problems have a profound influence on the policies of newspapers. For example, there are very few newspapers that do not publish certain material they would prefer to omit. The reason newspaper editors devote many columns of space to publication of comic strips is not that they personally like comic strips. Likewise they generally regret the fact that they must give so much space to sports. Again, they would prefer not to publish so much crime news and so much trivial material in their Sunday features.

Why, for instance, does not a newspaper reprint great works of literature — the short stories of Maupassant and Chekhov, the essays of Charles Lamb — instead of what they do print in the Sunday supplements? Or why not devote a great deal of that space to productions of ambitious writers in their own communities?

Possibly the answer is obvious; but its importance is great. A newspaper publishes material the public wants because that

is the only way it can keep subscribers; and the newspaper's chief source of revenue, advertising, is dependent on the paper's circulation.

Circulation. Circulation is the lifeblood of a newspaper. Without subscribers it cannot exist, for it cannot obtain advertising. The newspapers are absolutely dependent on public interest in and desire for what they publish.

Few newspapers have been established in recent years except for the tabloids and the neighborhood newspapers in the large cities. One reason for this is, perhaps, that rapid growth of new communities has almost ceased in the United States, with the virtual completion of the pioneering epoch of our national life and the consequent trend toward consolidation of community life, institutions, and attitudes. In these circumstances new enterprises are harder to establish unless they are of a different character from any already in existence, and unless they supply a real need. New tabloids and neighborhood newspapers have flourished because they are different in character from the newspapers already in existence, and apparently they fill a need not filled satisfactorily by other papers.

Three Kinds of Circulation. Some newspapers attempt to build their circulation primarily through regular subscriptions. Others place the main emphasis on street sales. A third channel is through newsstands. Most large papers use all three media of circulation. The appearance and character of a newspaper are affected by the type of circulation it seeks. Banner heads, more or less sensational in nature, are characteristic of the street-sale paper. Some large newspapers seeking all three kinds of circulation publish a number of editions a day, some of them primarily for street sale and others for regular subscribers. In such cases they often use especially large heads on the street-sale editions and a more quiet appearance for the editions to direct subscribers. The fact that a newspaper habitually uses large banner headlines does not necessarily mean that it is a sensational paper. The true test of whether or not a newspaper is sensational is in what it says in the headlines, how it says it, and even more in the types of stories to which it gives prominence. Some conservative papers use banner heads on the front page to attract attention so that they can compete with other papers for street sales.

Consolidations. The tendency during the past generation toward mergers, toward unification in industries, — in short, toward monopolies, — has been reflected in newspaper publishing. In many instances newspapers have merged. A generation ago newspapers were smaller and they published at most only a few editions a day. Now evening papers publish editions early in the morning and morning papers bring out editions in the evening; the number of papers has decreased and the number of editions has increased.

Nearly every person in the United States has access to at least one newspaper. In almost every home at least one paper is delivered regularly. Millions of persons buy papers daily from newsstands. Every library, hotel lobby, restaurant, — in short, almost every public place, — has newspapers available for its readers. How has this enormous circulation been built? And what is its significance in connection with the growth of consolidations? These are difficult and involved questions; the facts are significant. They exert a tendency toward more uniformity of thought and feeling and attitudes on the part of the people.

Community Service and Financial Success. Publishing a newspaper is expensive and the paper must be financially successful in order to be of value to its owners and subscribers. To be financially successful and of service to the community at the same time is difficult. In looking back over the history of American journalism, one is impressed by the great number of famous editors and publishers whose claims to greatness rest on the services they rendered to society. Charles A. Dana, Horace Greeley, Joseph Pulitzer, William Rockhill Nelson, and many others fought for civic righteousness, fought corruption in public affairs, crusaded to uphold the highest ideals of the nation.

This work often involves a newspaper in risk of financial loss. Yet these publishers made their papers financially successful. Perhaps there is considerable difference of opinion among different newspapers as to their chief function. Some publishers say it is to earn money; others, that it is to present the news impartially and accurately.

Records of some of the most successful newspapers show that although they have sought to be financially successful and to present the news accurately, fairly, honestly, they have also sought to take an active, constructive part in public life; they

have struggled for the good of their respective communities; encouraged worthy enterprises; fought corruption and harmful influences.

The lesson is clear to the person who wishes to achieve his fullest possibilities in journalism and also to the person who seeks to understand the fundamental principles of journalism: we must not stop with the assumption that the primary function of the newspaper is to publish news. It is to promote the welfare of its community and the country.

As you enter adult life, seek to perceive the motives behind the newspapers you habitually read. Seek to know which newspapers are honest, courageous, consistent in their policies; which ones fight graft and support worthy enterprises. They are the ones that deserve your support.

A newspaper that does have a vigorous, honest policy risks losing financial support. It may have to antagonize some of its biggest advertisers; it may feel compelled to espouse an unpopular cause or oppose a popular one, thus losing enormously in circulation; it may arouse enmity of powerful political interests. In the past some newspapers have taken these actions and have been great enough to survive and go on to still more illustrious success.

You may inquire here why an institution whose primary function is to seek the betterment of its community must also seek profits. Must such high ideals go with considerations of material gain? The answer is that a newspaper cannot truly seek the betterment of its community unless it is financially successful.

The only way a newspaper can exist without being financially self-supporting is to be subsidized — that is, to receive financial support from some outside source. There have been many newspapers supported in this way, usually by political or financial interests seeking to use the paper to further their own ends. Generally such papers have had short and inglorious careers. The public apparently does not accept a subsidized paper.

Expenses. The newspaper has to pay its staff of reporters, editors, and correspondents. It has to buy or share in the expense of gathering news of the outside world. It must keep an advertising staff and a circulation staff; a staff of printers and pressmen. Finally, it must pay a staff of men and boys to

distribute the papers once they are printed. It must keep constantly on hand a supply of material needed in printing.

The advertising staff probably has fewer men than the editorial. The business office must have bookkeepers, secretaries, stenographers, for the matter of keeping account of thousands of subscriptions is alone a big task. The circulation department includes solicitors, collectors, route carriers, mailing-room workers. And in the mechanical department are many operations requiring skilled workmen: linotype men, compositors, stereotypers, pressmen. The paper may also have an engraving plant and other accessories.

Salaries of the employees differ greatly on different newspapers and at different times, depending on conditions of prosperity.

Advertising men are paid more on the average than are editorial staff workers. Employees in the business office receive salaries approximating those of persons doing similar work in other industries. Employees in the mechanical departments are skilled laborers and consequently command relatively high wages. Boy carriers receive only a few dollars a week on the average, yet their pay taken in the aggregate amounts to a considerable sum.

Not only is the operating expense of the newspaper high; the plant must have a considerable amount of costly equipment. A newspaper that averages ten pages a day will probably have six linotype machines costing from \$4,000 to \$10,000 each. It may have invested in the press from \$15,000 to \$50,000. There are innumerable other items of equipment in the mechanical department alone, such as supplies of different kinds of type, stereotyping apparatus, engraving plant. And whether the publisher owns his building or pays rent, a considerable amount of money is involved.

Income. Newspapers generally aim to keep a certain ratio between their income from advertising and from subscriptions. In rare cases this ratio may be nearly half and half. Generally the income from advertising is 60 to 90 per cent. A hundred years ago the ratio of income from advertising was less. With the development of mass-production methods in newspaper publishing, advertising came to have an immensely greater power of appeal than it formerly had because it reached many

times more readers. Therefore publishers were able to increase their advertising rates more than enough to make up for the loss of revenue from lowered subscription rates.

In earlier times newspapers published about the same number of pages from day to day. Now the number of pages is governed by the amount of advertising. This accounts for a fact you may have noticed, that your daily paper varies considerably from day to day in the number of pages.

Circulation Is Vital. The fact that a newspaper's chief source of revenue is advertising does not mean that circulation is less important. One of the first facts a prospective advertiser wants to know about a newspaper is the extent and quality of its circulation. How many persons does the newspaper reach, and how many of them are likely to be interested in the goods he wants to advertise? The paper's business success depends, too, partly on its prestige and influence; and this is determined to a great extent, but not primarily, by the number of its readers.

How does a newspaper obtain and maintain a good circulation? There are many good ways to stimulate circulation and some of questionable value.

The whole success of the newspaper's circulation hinges first, last, and always around its editorial quality. There are other important factors, to be sure. But the permanent success of the paper requires a high quality of news, feature, and editorial materials, and a consistent, constructive editorial policy.

Let us consider some of the questionable devices for stimulating circulation. High-powered salesmanship is one. A circulation solicitor who by sheer force of eloquence persuades a person to subscribe for his paper is probably doing the paper no good. The person who takes the paper not because he wants it but because he was influenced against his will is unlikely to care a great deal for it and is likely to discontinue it at the expiration of the subscription. Circulation is disconcertingly temporary. Few persons subscribe for more than a year at a time and the vast majority take the paper by the month, week, or day.

Special inducements such as rebates and prizes are likewise of doubtful value for the same reason. They are in one sense a species of sailing under false pretenses; that is to say, they influence people to subscribe for the paper, not for the sake of

the paper itself, but for something else, such as winning a prize or helping a friend to win one. Such campaigns sometimes do permanently increase circulation if the quality of the paper is good. There is always danger of lowering public confidence. People are sure to ask each other, "Why does the paper have to give something away in order to get subscribers?" Their conclusion may be that there is something wrong with the paper.

Undoubtedly the best way for a newspaper to advertise itself is to take such a part in public life that it cannot be ignored and to offer readers the kind of material they will want to read. Such a paper will come to be better known as time passes and will become firmly entrenched in the life of the community. Advertisers will eagerly pay for space in it, for they cannot but realize that it is respected and read with interest.

Policy and Business Problems. The word "policy" refers to a general line of conduct. Government, newspapers, institutions of all kinds, conduct their affairs in accordance with what they consider desirable principles, and this line of conduct makes up their policy or policies. There are several aspects of the problem of policy in connection with the business department of a newspaper. In circulation, the newspaper must adopt a policy of high-powered salesmanship with its resultant mushroom circulation or a policy of safer, if slower, building up of a solid following based on merit and service and quality.

In advertising, the newspaper must decide whether or not it will, as a matter of policy, accept all advertisements allowed by law or follow a code of ethics higher than that. For instance, the law may allow advertisements of certain kinds of patent medicines which the publisher knows are absolutely worthless, possibly even harmful. Will he inspire confidence in his readers and at the same time render a service to society by refusing such advertising; or will he accept the advertising, refusing to take responsibility for protecting society? These are problems the newspaper publisher faces and he must make his decisions. Which standard would you prefer in the newspaper you will have in your home as the constant, daily companion of yourself and your family? You will have to decide that question.

Another problem the publisher has to face is how to adjust the newspaper's editorial policies to its business problems. This is a difficult problem and one that can cause no end of trouble

and vexation unless the publisher has clearly defined principles and the courage to uphold them at all costs.

Publicity and Advertising. Newspapers publish news about business institutions that advertise with them. You can easily find examples, especially in Sunday editions. This is free advertising and as such is likely to cheat the subscriber in two ways — by giving him material in the form of pure news that is not published for its news value alone, and by depriving him of material that could have been published instead.

Probably the newspapers are to blame for this adulteration of the news columns. Many newspapers have resisted the practice, but even they have in many cases been compelled to yield because of competition of their less scrupulous competitors.

You must not assume that every news article containing a trade name should be suppressed. A news story must be published even though it gives free advertising, if its news value warrants.

Trade Names. Daily newspaper offices receive reams of publicity material of every conceivable nature from firms seeking free advertising disguised as news. Reporters are constantly meeting men who are seeking free publicity. It is the policy of conservative newspapers to avoid giving free publicity to commercial institutions if possible. Yet there are exceptions, one of the most notable being professional sports. The reason is that the news value of this type of material overshadows the considerations of free advertising involved.

Wise advertising men are as much opposed to the use of trade names in the news columns as the editor is; for they know that the firm which receives its advertising free is not interested in paying for it, and the paper that gives free publicity loses prestige and eventually its value as an advertising medium.

SUGGESTIVE EXERCISES

1. Make a summary of the business problems you will have to face in the management of your personal affairs in adult life.
2. Find the circulation figures of the newspapers in your community; the estimated total number of possible subscribers. Now figure the percentage of each newspaper's coverage.
3. Find the cost of publishing a newspaper in your community: equipment, salaries, and other operating expenses. ✓

4. What proportion of your local newspaper's income is from advertising and what is from subscriptions? Find the same figures for another newspaper and compare them.
5. Interview the circulation manager of a newspaper on his policies with regard to promoting circulation; also on his opinions as to effectiveness of various circulation-promotion methods.
6. Find examples in Sunday editions of newspapers of free publicity given to business institutions that are heavy advertisers.
7. Find examples in the news columns of deliberate avoidance of trade names. Also see if there are instances of the use of trade names which the newspaper apparently felt it must publish because the news value overshadowed the consideration of free advertising.

REFERENCES

(See references at ends of Chapters XXVI, XXVII, and XXVIII.)

CHAPTER XII

ADVERTISING AND LIFE

Importance of Advertising. Naturally you are very conscious of advertising. It plays a part in the everyday lives of all of us. Whether we read the ads in the newspapers and magazines or not, we are at least vaguely aware of the fact that they are there; we hear them continually over the radio and we see them on billboards at every turn of the road or street.

It is practically impossible to estimate the influence of advertising in our daily lives. It dictates what make of automobile we ride in, what make of radio we install in our homes, what brand of coffee we drink, the clothes we wear. Advertising even contributes to our ways of thought and our speech. It penetrates the very fibers of our beings and we cannot possibly escape it.

Advertising men understand psychology. They know how to write advertisements that work into our consciousness with irresistible force. Let us notice the part advertising has taken in making our world what it is today.

Material Wealth. Our age is chiefly distinguished from all past ages by our incalculable material wealth. Common people nowadays have more material wealth than did many nobles and kings in the past. They have more luxuries, more clothing and more variety of clothing, more ways of entertaining themselves, more food and literally hundreds of times as many different kinds of food, finer and more comfortable dwellings; they travel more, see more, have more varied experiences. Possibly you realize that all these materials of modern life did not spring into being merely of their own volition; that they were, instead, created by infinite toil and the slowly accumulated knowledge of men from all past ages.

What has all this to do with advertising? Simply that advertising has played a probably indispensable part in creating most

of this wealth. Lest this statement seem exaggerated, let us consider the development of journalism during the past one hundred and fifty years and the part advertising has played.

Beginnings of Advertising. Archeologists have discovered evidence that men four thousand years ago advertised. When newspapers came into existence in the seventeenth century, business institutions were quick to see the possibility of increasing their business by advertising in them. The first American newspapers, published during the colonial period, carried advertising. Thus advertising has been an integral part of newspaper publishing from the beginning.

Until about the 1830's newspapers were not for the general public. They were expensive and small and narrow in the range of their subject matter. Consequently their circulation was restricted to the few hundred persons of the more well-to-do classes within the circulating area of newspapers. There was no rapid transportation, hence no means of circulating a paper over a large territory. In size they were about as big as letter-size paper today ($8\frac{1}{2} \times 11$ inches). The subscription price was high, ordinarily about \$10 a year. As money was much scarcer then than now, this price was probably equivalent to about \$50 at present.

Between 1830 and 1850 there came a tremendous and revolutionary change. Newspapers were enabled within the space of a few decades to expand a hundredfold and to reach millions of the people instead of only hundreds or thousands. The power of advertising was increased accordingly and began to play an indispensable part in the dramatic and amazing growth of material wealth that has been in continuous progress since.

Creating Wants. Merchants who had previously advertised their wares to the select few now saw the possibility of displaying them to the thousands. And since transportation facilities made it possible to ship goods to distant points, manufacturers saw that they could reach literally millions of prospective customers throughout the nation. Thus the power of advertising was multiplied an incalculable number of times.

Readers who could not afford to buy the expensive clothing that was advertised nevertheless saw it advertised. Seeing it not once but continually, they came to desire these goods. And the creation of desire is the first step in setting the stage for progress.

"Divine discontent" stirs the people to struggle for betterment. Once wanting these unattainable goods, knowing they were within easy reach of more fortunate persons, the people invariably set out, to some degree consciously and perhaps to a greater degree unconsciously, to make themselves able to buy them. Thus their ambitions were stirred, their lives quickened.

Markets were opened for other goods not as expensive as those originally advertised but still acting to satisfy partially the created wants. Thus the way was opened for mass production, the multiplication of material wealth. Gradually advertisers learned more about the technique of creating wants, until today this technique is one of the fundamental steps in the process of merchandising, of creating still more material wealth.

While we are attempting to evaluate the significance of advertising as a factor in the development of modern civilization, with its outstanding characteristic of great material wealth, let us not make the mistake of exaggerating. Apparently advertising has been an indispensable element. Yet it is, of course, only one element. Nevertheless the part it played is well worth studying.

Advertising Today. Undoubtedly advertising is an even more potent force in life today than it has been in the past. Not only do we have newspaper advertising but radio, poster boards, letters, broadsides, handbills, freak stunts. Even more significant than this ever-presence of advertising are the skill and subtlety with which advertisers appeal to us. Who does not have indelibly fixed in his memory dozens of pictures he has seen advertising this, that, or the other product? Who cannot quote dozens of advertising slogans for automobiles, radios, tobaccos, staple — and unstaple — foods, and many other commodities?

Media of Advertising. Although this book is concerned primarily with newspapers, it should be worth while at this point to make a brief survey of other media of advertising.

Radio. Within a few years radio developed from a novel invention into an influence of incalculable power in the lives of almost all civilized human beings. Interwoven into almost every program broadcast and making up a large part of many programs is advertising. You do not have to read the advertisements in a newspaper or magazine; you cannot help hearing a great amount of radio advertising, for everywhere you go you

hear radios and the voice of the advertiser forces itself into your consciousness. You may dislike this but you cannot escape it.

Radio advertising has definite limitations. The public may become weary of an excess of it. The spoken word, coming from a distant and unseen speaker, probably has less influence than the printed word. Nevertheless there seems to be at present no likelihood that the radio will cease to be an important advertising medium.

Poster Boards. Objections most commonly raised against poster-board advertising are that it is unsightly; that it places an overemphasis on the commercial side of life; that it obstructs the sights along our highways and streets. Poster-board advertising men make their defenses against these criticisms. They claim that poster boards are not necessarily ugly but that on the contrary many of them are beautiful. They point out that many poster boards conceal unsightly objects, thereby rendering a service to society.

Probably you will agree that both the criticisms and the defenses are right to a degree. Some states have laws regulating the use of poster boards. Eventually it is possible that all objections to them will be removed. It seems unlikely that they will be eliminated. The poster board has undeniable advantages as an advertising medium. You cannot help seeing it. A limitation is that it can contain little reading matter.

Other Forms of Advertising. It is impossible to go into detail regarding all the forms of advertising, for there are many of them. Fairly common are letters to prospective customers and handbills distributed from door to door. Letters have unique advantages and they are used extensively. They are likely to be read, in part at least. Moreover, the advertiser can say more in a letter than in most other forms of advertising. The chief disadvantage of the letter is its expense. Enclosures are less expensive and very valuable advertising media. Business institutions prepare material on paper of letter size or in small pamphlet form to enclose in their ordinary business letters.

Handbills are a good form of advertising for certain kinds of merchandise. Although they are printed in a form similar to that of newspaper advertisements, they lack the appeal of the latter. They are useful for grocery stores and other institutions announcing sales, special bargains, and the like. Housewives

especially make use of them in planning their day-by-day buying.

Technical Developments. This field is too big to be treated here at length. Some outstanding facts should prove valuable and might suggest topics for further investigation on the part of students interested in advertising as a vocation. In earlier times advertising was simple. The advertiser wrote what he wanted to announce and the printer set it in type and printed it. If pictures were used, they were probably simple woodcuts, used like a trade-mark for identification of the firm.

Now advertising is a vast and complex field involving many complicated processes and requiring the services of men skilled in various kinds of work. Particularly in magazine advertising pictures alone involve complicated engraving processes. Pictures are printed from either an engraving or an etching. There are two general types of engravings — the so-called *half tone* and the *line engraving*. The process of producing a picture on a hard surface for printing is called engraving. This is done by means of sensitizing a metal surface with the proper chemicals so that when the image of the picture is thrown on the surface some of the metal is dissolved, according to the degree of light.

A line engraving is made from a line drawing. It consists entirely of white and black. A half tone on the other hand is an engraving that is capable of reproducing various degrees of shading from pure white to pure black. This is made possible by filtering the image of the picture through a screen in the process of reproducing it on the metal surface. This screen causes the picture to appear on the metal surface as a mass of tiny dots. In the darker parts of the picture these dots are so large they almost merge into each other because less light filtered through the screen to dissolve the metal; in those parts of the picture that are lighter the dots are smaller. Thus it is possible to reproduce an almost infinite degree of shading, or tone, as it is called. In newspaper engravings these dots are easily visible to the naked eye. For printing on a fine grade of paper a finer screen is used and the dots are therefore much smaller. Copper, zinc, and steel are commonly used for engraving.

Reproducing Engravings. Since engravings are expensive it is necessary to employ another process when the same picture is to be used simultaneously in a number of newspapers. For

this purpose papier-mâché matrixes, or *mats* as they are commonly called, are used. These are laid over the engraving and subjected to heavy pressure so that they receive the impression of the engraving. Thus a thousand of them can be prepared if necessary for publication in as many newspapers. Each newspaper receiving a mat places it in a casting box and molten printer's metal is poured over it. This metal receives the impress of the picture from the mat and immediately hardens. Thus the printer has a perfect reproduction of the original engraving.

Advertising As a Vocation. Advertising is a great field of work, bound by the closest ties to newspaper publishing and other forms of journalism. Newspapers, radios, magazines, poster-board services, and business institutions offer opportunities for anyone interested in advertising as a vocation. There are also advertising agencies that hire out their services as advertising experts to anyone in need of them.

Qualifications. In deciding whether or not to enter advertising as a profession your first problem is to appraise your abilities, tastes, inclinations. Advertising work is extremely exacting and it demands all of the energy, resourcefulness, and imagination at your command. The requirements as to natural ability and training are fundamentally the same regardless of what phase of the work you are interested in. Hours of work are long and frequently tedious. Nevertheless the work is fascinating for the person who is favorably adjusted to it.

Imagination, a certain degree of artistic ability, and exactness in matters of detail are fundamental requisites. You should have training in certain branches of art, especially lettering and design. Psychology and fluent command of English are of prime importance. Advertisers make extensive and continual use of psychology. You also need a general knowledge of economics, business principles, and the law of libel. Any other cultural and intellectual training within your reach will be useful. You must understand the fundamentals of printing and be thoroughly familiar with type families and the terminology used in printing.

It will be absolutely necessary for you to have the habit of promptness.

Advertising is a growing, changing, developing profession with room for the person of superior ability who responds to

the challenge of new ideas, new ways of doing things. Probably there are several times as many persons engaged in advertising as in editorial work. On newspaper staffs advertising men sometimes receive 10 to 20 per cent higher salaries than do reporters or editors of a corresponding degree of experience and ability. And in other advertising fields the remuneration probably amounts to about the same. Extremely talented men frequently earn thousands of dollars a year.

Eventually an advertising man (or woman, for advertising is a field of especially good opportunity for women) may specialize in one of the several branches of the work. Large newspapers and advertising agencies have ad writers, solicitors, artists, and copy writers.

“Educational” Function of Advertising. There is a fundamental difference between the function of advertising today and in past years. A generation and more ago advertising was concerned primarily with direct selling. Now it is a vast “educational” enterprise as well.

Especially during the past fifty years, life has become increasingly complex, at an accelerating pace. Originally when a new product appeared on the market it had to survive or perish through its merit, the efficiency with which it was handled, and whatever vicissitudes of fortune it encountered. Now advertisers are so amazingly skilled in the art of creating wants that they can calculate almost exactly the degree of success of a new product before it is marketed. The secret of success here is in a campaign of very subtle advertising to “educate” the public to appreciate the real or supposed desirability of the new product. Thus advertising is an influence for good in making worthy products successful and an influence for harm in creating demands for worthless and injurious products. Without advertising, myriads of products probably would never have come into existence as there would have been no means of creating demand for them.

Possibly one of the evils of society today is the fact that there are so many duplications of the same kinds of products; and advertising is partly responsible. Just how to avoid this apparently unnecessary waste is an important social and economic problem.

Advertising Reflects the Newspaper’s Character. You have been taught that newspapers try to appeal to the interests of all

classes of persons. However, no newspaper can appeal equally to all classes. Any one paper might carry some material of interest to all classes. But another paper can then by deliberately neglecting one type of news give more space to another, thus sacrificing one class of readers for the sake of capturing another. Furthermore, each newspaper has its own policies, traditions, preferences, based on the character of its publisher and staff. Hence there are actually wide differences in the character and qualities of different newspapers.

Compare various newspapers and you will see that the character of each is shown to an extent in the kinds of materials advertised. Moreover you will gain some insight into the character of the people to whom the paper appeals. Would you expect to find advertisements of the most expensive jewelry and clothing in the papers that are published for the uneducated, poorer classes? Naturally not. Will you find cheap goods, nostrums, get-rich-quick schemes, advertised in the more conservative and intellectual papers? Probably not. Probably you will even find differences in newspapers published in different cities where the basic occupations of the people are different. For instance, in an industrial city the materials advertised in the newspapers will vary somewhat in emphasis from those advertised in a city made up largely of business, professional, and well-to-do retired persons. Again a newspaper in a city supported primarily by agriculture will show a still different character in its advertising.

Compare the following advertisements in the *San Francisco Chronicle* of September 1, 1868, with those of a newspaper of today and perhaps you will better appreciate the changes that have come about since that time with regard to the material things of life.

SUGGESTIVE EXERCISES

1. Make a list of advertising slogans that have made their way into everyday speech.
2. Interview a number of advertising or business men in your town on the part advertising plays in promoting sales of new products on the markets, such as automobiles, toilet articles, clothing.
3. Investigate the increase of newspaper circulation from 1825 to 1850, and summarize the forces that brought it about. Attempt to estimate the effect this increase had on the lives of the people.

INSURANCE

THE CALIFORNIA Mutual Life Insurance Co.

INCORPORATED NOV. 16, 1887.

CHARTER PERPETUAL

Capital, U. S. Gold Coin \$100,000
Guarantee Fund, Coin. \$250,000

DIRECTORS:

Chas. E. McLaue	Thomas B. H.
Thos. H. Selby,	John F. Miller,
L. Sachse,	C. J. Bramham,
J. A. Donchoe,	O. C. Pratt,
Eugene Caserly,	M. D. Sweney,
J. Mora Moss,	A. Hayward,
S. F. Butterworth,	David Stern,
L. L. Robinson,	O. Lawton,
W. S. Ladd,	of Portland, Oregon
Wm. Sharon,	of Virginia City, Nevada
J. H. Goodman,	of Napa, California

CHAS. E. McLAUE, President.
S. F. BUTTERWORTH, Vice President
JOHN CROCKETT, Secretary.

THIS COMPANY INSURES IN GOLD OR CURRENCY, and, if desired, takes notes for one-half of annual premium.

All policies issued by this Company are made non-forfeiting, and participate equitably in the profits.

POLICIES IN THIS COMPANY ARE NOT LIABLE FOR DEBTS.

REASONS WHY IN INSURING, A PREFERENCE SHOULD BE GIVEN TO THE CALIFORNIA MUTUAL LIFE:

First—Because it may reasonably be expected to pay larger dividends than any other Company. The rates of interest in other States are but 6 and 7 per cent. per annum; payable at the end of the year, while the California Mutual will receive on its investments 10 and 12 per cent., compounding monthly. The advantage to those who insure with this Company is shown by the following statement of the results of investments at 6, 8 and 10 per cent:

\$1,000 LOANED FOR FIFTY YEARS.
At 6 per cent. comp. interest, will produce \$18,429.45
At 8 " " " " " 46,901.61
At 10 " " " " " 117,390.83

Second—It is the interest of every one whose business and property are upon this coast to retain here the vast sums of money which, in the absence of a successful home company, will be annually drained hence by foreign companies.

Third—The wise provision of the laws under which this Company is organized, while requiring a paid up cash capital of \$100,000, and thus insuring a Board of Directors with a pecuniary interest in its success, forbids the payment to the Stockholders of any portion of the profits of the business beyond the interest earned by the capital contributed by them, thus making it a purely MUTUAL COMPANY.

Office, 13 Merchants' Exchange, San Francisco.

W. M. R. WHEATON,
General Agent.

sel-1&3p
**FIREMAN'S
FUND**

INSURANCE COMPANY.

OFFICE.

Southwest Corner of California and San
some streets.

POLITICAL.

UNION REPUBLICAN MASS MEETING!

At Platt's Hall,

THIS EVENING, SEPT. 1st.

HON. HENRY EDGERTON

WILL ADDRESS THE CITIZENS OF SAN Francisco on this occasion. The officers of the several Union Organizations, the Soldiers' and Sailors' Union, Grant Invincibles, Freedom's Defenders, Grant and Colfax and German Republican Clubs are invited to be present and act as Vice Presidents of the meeting. Galleries reserved for ladies and their escorts. By order, JAMES OTIS, Chairman. sel-1t

ALFRED BARSTOW, Secretary.

GRANT AND COLFAX.

NATIONAL UNION REPUBLICAN PARTY.

ALL PERSONS DESIRING ADVICE OR assistance in obtaining their naturalization papers, or placing their names upon the Great Register, or information as regards the Poll Lists of this city and county, will call at the rooms, Nos. 7 and 8, No. 620 Washington street, one door above Maguire's Opera House, where all necessary information and assistance can be obtained. Persons having been registered in other parts of the State and having removed to this city, desiring to procure transfers to this city, can do so by applying as above.

Persons now resident in other parts of the State, having removed from this county, desiring to procure transfers of registration, can do so by addressing H. S. BROWN, Esq., Lock Box 1,232, San Francisco Post Office. All communications will be immediately attended to.

Persons having lost their first papers will please call at an early date.

Office open from 9 A. M. to 4 P. M.
ALFRED BARSTOW,
Secretary Union Republican State Central Committee. sel

THE TYPE

ON WHICH THE

MORNING CHRONICLE

IS PRINTED

IS FROM THE

CALIFORNIA TYPE FOUNDRY.

EVERY ARTICLE FOR A COMPLETE

Newspaper or Job Office furnished with dispatch, and at the lowest prices

WM FAULKNER & SON.

4. Arrange to have an advertising man talk to the class on the subject of how advertising creates wants; obtain his opinion as to the effect this creation of wants has on trade.
5. Find from local advertising men what efforts have been made in this country to establish high standards of ethics in advertising.
6. Find material in your local library or from advertising and business men on the subject of the advantages and disadvantages of the various media of advertising.
7. Investigate some phase of the technical side of advertising and bring a report to your class; you may choose engraving, stereotyping, color work, distribution of national advertising, art work, processes of preparing posters.
8. Try to appraise your own aptitude for advertising work as a profession.
9. Find further facts than are given in this book relative to possibilities for remuneration in advertising work.
- ✓ 10. Make a study of a newspaper several years old, then write an essay showing the contrast between the things advertised then and at the present time. Try to picture the difference between the age in which the newspaper was published and the present age, in its general outlook on life, as reflected in that contrast.
11. Make a comparison similar to that in exercise 10 between a foreign and an American newspaper.
- ✓ 12. By obtaining the advice of an advertising or business man who is in a position to know, make up a list of products that have been marketed successfully through "educational" advertising; confine yourself to products that do not fill a real need in society, or that are virtual duplications of other products already known to the public. Discuss the question whether or not advertising in such instances performs a service to society or is harmful.
13. Examine the advertisements in two sharply different types of newspapers, and attempt to form for yourself a judgment as to the relative standards of those two newspapers.
14. Following your work with exercise 13, try to decide to what classes of people the two newspapers studied appeal primarily.
15. Examine the editorial material in the two newspapers studied in the two preceding exercises to see if the appeal is in general to the same classes or types of people to whom the advertisements appeal.

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CHAPTER XIII

ADVERTISING METHODS

Value of a Knowledge of Advertising. Knowledge of the fundamentals of advertising can be of value to anyone. If you are interested in advertising as an occupation, you will need more training than you can gain in high school or junior college. Yet in this course you can learn the fundamentals.

The comparatively high percentage of high school and junior college graduates who will enter the field of business will find a knowledge of advertising methods of great value. This is as true for the small businessman as for the chief executive of a large corporation. The latter will probably have an advertising man or staff as a part of his organization; but the small proprietor is likely to have to do a large part of his own advertising; and this is frequently one of the weakest points in his equipment for his job.

The Consumer and Advertising. All of your life you will be subjected to the pressure of advertising appeal. The advertiser is seeking to persuade you to spend your money. In what ways will you allow him to influence you? Be sure of this: advertising does and will continue to influence you in all of your spending. Now there is in advertising a great deal of information you can utilize to your advantage. Advertising men know full well, however, that the majority of persons, probably all of us to a degree, follow their impulses and wishes rather than their reason in buying. And therefore the advertising men are, perhaps, justified in appealing to our impulses and wishes rather than to our reason in making their bid, through advertising, for our patronage. The public spends vast sums of money for goods advertised at a cost of millions of dollars annually that are practically of no material value.

Bases of Appeal in Advertising. In the main, advertising appeals to the reader's sense of self-interest, or what he fancies is

his self-interest, just as a great deal of the news does. In a more direct way than most news possibly can, it touches the reader's "pocketbook nerve." It may also base its appeal on vanity (keeping-up-with-the-Joneses), or on loyalty.

Years ago advertising too frequently made its appeal almost entirely on the claim of better quality for less money, whether or not the goods advertised really were better and cheaper. This practice easily took the form of disparagement of competitive goods. Higher ethics and common sense as well as greater discrimination on the part of the public have to a certain extent ruled out this type of appeal. Now the advertiser points out the excellences of his goods without attempting to reflect against competitive goods. The appeal of better quality is likely to be based on specific points. For instance a certain make of automobile may have proved or seem to have proved its superiority by winning prizes in racing or other types of competition with other automobiles; or by durability, dependability, and economy of operation as proved by actual use. Or the advertiser may endeavor to prove the superiority of his product by reason of its long success and traditional high standards of excellence; or by its great circle of satisfied customers.

If the product has not established definite claims to general superiority, it may seem to have *unique advantages*; thus an automobile may be easy to handle or economical to operate or especially comfortable to ride in. A particular article of food may be easy to prepare or be rich in vitamin B. A certain brand of tobacco may be mild or strong, or be treated in some such way as to make it attractive, depending on the tastes and inclinations of the customers the advertisement is trying to reach.

We may smile at the idea of the appeal to vanity in advertising, but it is nevertheless one of the most powerful of all appeals. People will buy things they do not have to have, things that are more expensive than they can afford, because they feel they must make as good an appearance as their neighbors. The keep-up-with-the-Joneses appeal is one of the most powerful the advertiser has at his command, especially with reference to commodities that are most conspicuous: clothing, automobiles, furniture, a home.

Advertisers generally avoid suggestion of anything unpleasant, except in the case of insurance and other investments against

future misfortune or destitution. Fire insurance, for instance, can effectually use the appeal of *fear*.

Making the Layout. The person who writes the advertisement must prepare a drawing of it so that the printers will know exactly what size and kind of type to use for all of the copy, just where each word and picture in the ad is to go, just how much white space to allow. This drawing of the advertisement is called the *layout*.

Making the layout involves exercise of the ad man's artistic taste and judgment. The size and shape of the advertisement have to be decided; the words have to be written and the pictures selected. This material has to be arranged in the space available in such way as to present the most attractive appearance.

In making the layout the writer rules off on a sheet of white paper a space the size and shape the ad is to be. Then he considers carefully where each picture and each statement that he wishes to make can be placed to the best advantage. Now he sketches in an outline of the pictures and writes the principal words. Often he does not, however, write in the words that are to be set in smaller type, for he does not have space to do that conveniently. Instead, he writes them on a separate sheet and designates by number where they are to be placed in the ad. He must designate not only the size but the kind of type to be used for all copy. Therefore he must be familiar with the equipment of the print shop and the proper designation for type sizes and faces.

The advertising man gets his pictures from different sources. Usually they are in the form of mats or cuts. Some large business institutions have their own engraving plants. There are companies which make advertising mats and sell them to newspapers and business institutions.

If more than one picture is used, they should be so placed as to give proper balance to the ad.

Success of the ad also depends on judicious use of white space. As nothing makes a more striking contrast than black and white, the advertisement should have a considerable amount of white space, and it should be distributed about focal points, such as the pictures and words that are intended to have the greatest emphasis.

The Copy. Probably no part of ad writing requires more skill and ingenuity and originality than does writing the copy. In writing a news story you are writing what the public wants to read. In writing your advertisements, however, you must assume that your readers are indifferent and you must present your material in such an effective and vivid and striking style that their interest will be aroused.

Point of View. Inexperienced ad writers often make the mistake of writing the ad from their own point of view. Do not say, "We are extremely anxious to sell this stock of shirts"; but, "You will be extremely interested in seeing this stock of shirts."

The Ad Has a Feature. Just as you select some particular point in your news story to attract the reader's attention and lead him into the story, so you frequently "play up" one fact or idea in ad writing. It may be an outstanding feature of the merchandise or some reference to its immediate use or timeliness. It may be a novel idea which you can connect with the merchandise in an original way. It may be a slogan or a low price.

You cannot advertise everything the merchant has to sell. Therefore you must choose certain things. A department store, for instance, has thousands of individual articles on its shelves. How are you going to decide which of these to mention in your advertisement? There are several considerations that will help you here. In the case of a school paper, mention some of the commodities that will appeal to students. In the case of a professional daily paper, you may want to appeal to a certain class of persons; or there may be something new and different in the store; or perhaps there is a coming event in the community that will add interest to a certain commodity. For instance, a coming social event in which a large number of persons are interested may furnish the occasion for advertising a recent shipment of fashionable gowns or men's suits.

Advertise commodities that are in season. A midsummer sale of ice skates would probably be a total failure; and November would be a poor time to advertise baseball equipment. It is particularly important to be aware of events and seasons that are coming in the near future.

Avoid trite, worn-out phrases. This is not easy. Perhaps the best method is to think of the particular goods in question, the particular occasion, the particular clientele you want to attract;

then make your words fit the particular case rather than any general case. Be specific. Avoid generalizations. Make statements that could not fit any other advertisement at any other time or place. Do not try to say too much. Be restrained in spite of your enthusiasm for the good qualities of your merchandise and the terms on which you are offering it for sale. Remember that the reader will not read a lengthy statement or be interested in a cluttered ad.

Seek to inject human interest into your advertisements. Do not hesitate to use humor if you can do so appropriately. By clever phrasing you can sometimes use a picture that has no connection with the materials advertised. Using a small picture showing a girl's feet and ankles in a walking posture, a high school girl produced a small but effective advertisement by writing under the picture: "She had to walk from school every day but she didn't mind, for she had had her shoes repaired at ——'s."

Advertising Appeal Is Illogical. In their efforts to persuade or convince, advertisers frequently use illogical statements. Such a statement is a *non sequitur*. This is a Latin phrase meaning, "It does not follow."

Let us illustrate. An advertiser points out insistently that his product is used extensively by the Blank Company. This may not prove its value to you. Before-and-after pictures of persons supposed to have been benefited by taking a certain brand of pills are a type of *non sequitur*. Granted that the pictures are genuine, how can anyone know it was the pills that effected the desired change or that another person would derive the same benefit?

Advertisements that use highly technical terms or that cite pseudo-scientific data are types of *non sequiturs*. To protect oneself against being influenced by *non sequiturs*, one has to be logical; one has to resist following mere impulse.

Slogans. Few devices of the advertiser are used more or with greater success than slogans. Doubtless with a moment's thought you could repeat a dozen or several dozen slogans. They catch the imagination and are indelibly imprinted on the memory. There are slogans you will never forget. Slogans are a part of our daily speech; they become bywords; they become a sort of slang, taking on conventional meanings.

Yet slogans are *non sequiturs*; they do not give facts or proof of value in merchandise. Consider the slogans for various kinds of toilet articles, remedies, clothing, automobiles, food. They serve well indeed to fasten the name of a product or firm in your mind; but they do not prove to you that the products they advertise are better.

Perhaps it is regrettable that the public is so much the child of impulse instead of reason. This fact is a deep-rooted characteristic of human nature and the cause of many of the woes of mankind. The mentally energetic person can to a degree correct the evil in himself if he will. When the public does become logical in its actions, advertising will be logical in its appeal.

Signed Testimonials. Have you ever seen in an advertisement the name of your favorite moving-picture actor or actress, baseball player or other celebrity, with a few words of endorsement of the goods advertised? Of course you have; and you probably know full well that the celebrity in question was amply rewarded for making the endorsement. Do you have any way of knowing whether or not he is sincere or that he ever used the goods he endorses or that he uses them regularly in preference to other brands? Obviously you do not know. Should you use a product because it has been endorsed by a celebrity?

Examples of Advertising Layouts. Probably the hardest part of writing an advertisement is getting started. Sometimes the ad writer sees a picture and builds the words around it. Sometimes he thinks of a clever phrase or idea and builds the ad around it, finding appropriate pictures. Often the ad is centered around certain goods in the store.

Always, however, the ad writer must know how to prepare the layout so that it will be well balanced and so that the printer will know exactly how to set it in type. That is, the ad writer must see in his imagination the finished ad in the paper, and he must understand the printer's problems.

Compare the following layouts with the printed ads (pages 221-231). The circled numbers in the layouts tell where copy is to be placed. This use of numbers makes it possible for the ad man to write the copy on a separate sheet of paper as shown here. The other numbers in the layouts were written by the printer and indicate measurements of various portions of the ad in picas. Sometimes the printer also writes in type sizes to be used.

RALPH DAVIS

The Gift Store for Men - Next to the City Hall on Eighth Street

Reminds you there is a Santa Claus

And to Some - - - - You're It!

3 Hundreds of patterns and not an "Aunt Martha" in the lot!
He'll prove he liked any of these by wearing them. They're
chosen for men by men who know. 16/107

Hand woven wools and unusually smart silks for

for the man who goes in for neckwear in a big way - You'll find
imports of fine satins, pure silks and grenadines

\$1.50 to \$3.50 15/27 ✓

2 Lives there a man who'd dare feel hurt, because you gave
him another shirt? One with a Davishire label will be more than
"just acceptable". Choose from the newest of patterns or whites, -
with the new Trubenized Collar

\$1.65 to \$3.50 16/107 12/27

3a Here's looking at him" in the very nattiest of attire - a
Cocktail coat. This innovation was created for the gentleman
who takes his lounging seriously but likes to look neat while
he's at it. A handsome gift for -

\$001 to \$000 16/107 12/27

3b And necks to these he'll like you best! Deliciously rich
scarfs in silks and in wool in designs and colors that will please
the most discriminating male. Some are modestly priced at \$1.65.
Others up to \$7.50 16/107 12/27

5.

Whether he views his hours of slumber as an event or just a habit, the nifty new pajama patterns will delight him. * Your choice of broadcloths, sateens or silks *

\$1.95 to \$7.50/227

Don's (man)

plain colors with contrasting piping

6.

Name the man and we'll sell you the handkerchief. We have his initial already embroidered on plain white linen and that's something he can really be snooty about. They're

50¢ and 75¢/1037

Bright Colors 50¢ and \$1.00/92

7.

You might be saving him a future burst of temper with a gift of tuxedo or dress accessories. Anyway he'll cheer when he gets them. Sets are

\$2.50 to \$10.00/1027

8) Sets with monogrammed hankies (by Hickock) Suspended in snappy colors - both ready to serve the same purpose - both are good gift ideas.

\$1 to \$3.50/1027

First time 1/10T Reduce each 10% 10T

9.

ardon my glove? -- Not if it's the right hand of a pair of pigskin or mocha. And he's not likely to lose these - they're too good-looking

\$2.50 to \$6.00/1027

10.

Give him inside comfort and see our "Whitie" for Slippers.
His will help rejuvenate very tired and prostrate arches

\$2.95 to \$5.00 102T

11.

Drinking Gadgets which filled or unfilled will add a bright
note of good Christmas Cheer. Decanter in sets of two, priced
(empty)

\$0.00 to \$0.00 102T

12.

If he likes the luxury of a lovely silk robe or prefers the
serviceability of flannel, you can choose here (with your eyes shut)
from a sumptuous assortment - hand picked all in good taste

Flannel Robes \$6.50 to \$10

Silk Robes \$12.50 to \$35.00

13.

We can't wait to show you these enviable patterns in sox.
The assortment is large but shopping days are few and as long
as we can't do anything about the calendar we suggest you come
early.

50¢ to \$2.50. 102T

met. The Men's Store where Women like to Shop

*Dave
Perr*

Use One of These
For Women in Groups
Also to Help Families
Read The Statesman

THE IDAHO STATESMAN

Established 1890

The Largest Circulation of Any Newspaper Published in a City of Comparative Size, in the Entire United States

Also see
For More
Read The Statesman



RALPH DAVIS

Remember You There Is a Santa Claus
And To Some You're It!



Half Price
Space to fill

THE MENS STORE, WHERE WOMEN LIVE TO SHOP



RALPH DAVIS'

THE GIFT STORE FOR MEN—NEXT TO CITY HALL ON EIGHTH STREET

*Reminds You There Is a Santa Claus
And to Some You're It*



HUNDREDS of patterns and not an "Aunt Martha" in the lot! He'll prove he likes any of these by wearing them. They're chosen for men by men who know.

Hand woven wools and unusually smart silks for

\$1

and for the man who goes in for neckwear in a big way—You'll find imports of fine satins, pure silks and grenadines

\$1.50 to \$3.50



LIVES there a man who'd dare feel hurt, because you gave him another shirt? One with a Davishore label will be more than "just acceptable." Choose from the newest of patterns or whites, with the new Trubenzon Collar—

\$1.65 to \$3.50



"HERE'S looking at him!" in the very nattiest of attire—a Cocktail coat. This innovation was created by the gentleman who takes his lounging seriously but likes to look neat while he's at it. A handsome gift for—

\$8.50 to \$17.50



And necks to these he'll like you best! Deliciously rich scarfs in silks and in wool in designs and colors that will please the most discriminating male. Some are modestly priced at \$1.65. Others up to

\$7.50



Whether he views his hours of slumber as an event or just a habit, the nifty new pajama patterns or plain colors with contrasting piping will delight him. Broadcloths, satens or silks.

\$1.95 to \$7.50



NAME the man and we'll sell you the handkerchief. We have his initial already embroidered on plain white linen and that's something he can really be snooty about. They're

50c and 75c.

Bright Colors 50c and \$1.00

YOU might be saving him a future burst of temper with a gift of tuxedo or dress accessories. Anyway he'll cheer when he gets them. Sets are

\$2.50 to \$10.00

PARDON my glove? —Not if it's the right hand of a pair of gipskin or mocha. And he's not likely to lose these—they're too good looking.

\$2.50 to \$6.00



GIVE him inside comfort and see our "White" for Slippers. His will help rejuvenate very tired and protrude arches.

\$2.95 to \$5.00



IF HE likes the luxury of a lovely silk robe or prefers the service ability of flannel, you can choose here (with your eyes shut!) from a sumptuous assortment—hand-picked all in good taste.

Travel Robe . . . \$6.50 to \$12.50
Silk Robe . . . \$12.50 to \$23.00



DRINKING Gadgets which filled or unfilled will add a bright note of good Christmas Cheer. Ear bottles, priced temptly!

\$2.50 to \$5.00

BELTS with monogrammed buckles suspenders in snappy colors—both ready to serve the same purpose—both are good gift ideas.

\$1 to \$3.50



WE CAN'T wait to show you these enviable patterns in socks. The assortment is large but shopping days are few and as long as we can't do anything about the calendar we suggest you come early.

50c to \$2.50

THE MENS' STORE, WHERE WOMEN LIKE TO SHOP.

Your Kodak Gift

Bridges Many Happy Returns

14/12/27 14/12

When you give a Kodak, you give the finest gift—
A gift that means fun, satisfaction, and
happy memories. The new Kodaks are smart in
appearance, eagerly helpful toward better pictures,
and are improved in dozens of ways.

(1)

Come in and make your selection here from the
largest Kodak stock in Idaho. You'll find a Kodak
at any price you want to pay.

(2)

Brownies . . . \$1.00 to \$3.75
Kodaks . . . \$5.00 to \$63.00
Cine Kodaks . . \$34.50 to \$125.
Miniature Kodaks \$5.75 to \$57.50

(3)

Photo
Greeting Cards
10 for \$1.00

(4)

Bring in the negative of your favorite snapshot and
have it, with your greeting, printed on your
personal Christmas cards.

Photograph Albums
50¢ to \$5.00

(5)

An album makes a gift that is welcomed by Photo
enthusiasts. You'll find beautiful ones here in
varied shapes and sizes.

Take Pictures at Night
We Have the Supplies

21/12/27

(6)

Everything you need for pictures at night. Kodak
"SS" Film, Mazda Photo Lamps, Kodak Hand Reflectors,
and a free helpful leaflet that explains how easy
indoor picture making really is. Ask for details
regarding the \$2500.00 amateur Pictures at Night
Prize Contest.

21/12/27

BALLOU-LATHROP
DRUG STORE

CORNER NINTH AND IDAHO STREETS

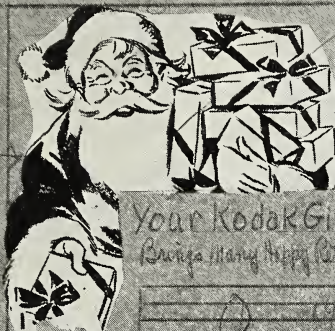
70

2/9 Sun. Statesman

(21)

Gifts
Here

more cut
over



Your Kodak Gift
Brings Many Happy Returns

Kodak
mail 1/9

Photo
Greetings
10 ea 75

Photograph Albums
50 ea 75 00

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Take Pictures at Night
We Have the Supplies

BALLOU-LATIMER
DRUG STORE

CORNER NINTH AND IDAHO



Your Kodak Gift

Brings Many Happy Returns

When you give a Kodak, you give the finest gift—a gift that means fun, satisfaction, and happy memories. The new Kodaks are smart in appearance, eagerly helpful toward better pictures, and are improved in dozens of ways.

Come in and make your selection here from the largest Kodak stock in Idaho. You'll find a Kodak at any price you want to pay.

Brownies \$1 to \$3.75

Kodaks \$5 to \$63

Cine Kodaks, \$34.50 to \$125

Miniature

Kodaks \$5.75 to \$57.50

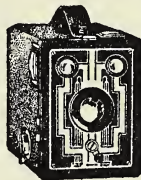


Photo Greeting Cards 10 for \$1

Bring in the negative of your favorite snapshot and have it, with your greeting, printed on your personal Christmas Cards.

Photograph Albums 50c to \$5

An album makes a gift that is welcomed by photo enthusiasts. You'll find beautiful ones here in varied shapes and sizes.

Take Pictures at Night

We Have the Supplies

Everything you need for pictures at night. Kodak "SS" Film, Mazda Photo Lamps, Kodak Handy reflectors, and a free helpful leaflet that explains how easy indoor picture making really is. Ask for details regarding the \$2500.00 amateur Pictures at Night Prize Contest.

BALLOU-LATIMER
DRUG ^{PHONE} 122 STORE

CORNER NINTH AND IDAHO STREETS

Featuring For This Week -
 Outstanding Values in Newer Style
Fur Coats

At Extremely Moderate Prices $\frac{20}{102}$

Here you will find the last word in newer style fur coats that have every smart feature of style, every refinement of workmanship, that you could possibly desire. Coats with an unmistakable air of fashion rightness.

Practically all of these coats have been recently, therefore they are the latest models. They were selected especially for the holidays. There are slenderizing Princess models, Swagger types, Semi-fitted styles, Stroller models...in fact, just about any type of fur coat the most discriminating woman or miss could wish for. Sizes 14 to 38.

Luxurious Furs

Northern Beaver - Kidskin
 Natural Muskrat - Braodtail
 Black Pony - Silver Muskrat
 Black Caracul - Mendoza Beaver
 Northern Seal - Blocked Lapin

Other beautiful fur coats are priced from \$49.75 to \$135.00. Visit this ultra-modern specialty shop and let us show them to you.

BROOKOVER'S
 THE STORE FOR WOMEN

BROOKOVER'S
THE STORE FOR WOMEN



BUY
CHRISTMAS
SEALS



FIGHT
TUDORHOLMSTE

Featuring For This Week
Outstanding Values in Newer Style

Fur Coats

At Extremely Moderate Prices

69⁷⁵ TO 98⁷⁵

Here you will find the last word in newer style fur coats that have every smart feature of style, every refinement of workmanship that you could possibly desire. Coats with an unmistakable air of fashion rightness.

Practically all of these coats have been purchased recently, therefore they are the latest models. They were selected especially for the holidays. There are slenderizing Princess models, Swagger types, Semi-fitted styles, Stroller models . . . In fact, just about any type of fur coat the most discriminating woman or miss could wish for. Sizes 14 to 38.

Luxurious Furs

Northern Beaver - Kidskin
Natural Muskrat - Broadtail
Black Pony - Silver Muskrat
Black Caracul
Mendoza Beaver
Northern Seal - Blocked Lapin

BROOKOVER'S

THE STORE FOR WOMEN



Other beautiful fur coats are priced from \$49.75 to \$135.00. Visit this ultra-modern specialty shop and let us show them to you.

**BUY
CHRISTMAS
SEALS**



**FIGHT
TUBERCULOSIS**

Illustrations on pages 221-231 are used by courtesy of the *Idaho Daily Statesman*.)

SUGGESTIVE EXERCISES

1. Visit the advertising offices of a local newspaper or a local advertising agency to observe professional advertising men at work.
2. Interview three businessmen in your community on the subject of the relation of advertising to business success.
3. Find twenty advertisements that seem to you to appeal to the whim, fancy, prejudices of the reader rather than to his reason. What do you think should be the reader's attitude toward these appeals?
4. Find a dozen advertisements that do give definite information of value to the prospective customer. Be able to prove in each case that the information is really valuable.
5. Find examples of advertisements that appeal to the reader's "pocketbook nerve"; to his desire to keep up with the Joneses; find examples that claim better quality, lower price, unique advantages.
6. Make a half-dozen advertising layouts for different types of business firms, such as drugstores, restaurants, department stores, and the like.
7. During a period of two weeks, make a list of timely events or conditions in your community that could be referred to in writing advertisements.
8. In all of the display advertisements of one issue of a daily newspaper, find as many examples as you can of the use of *non sequiturs*. What proportion of all the advertisements use them?
9. Discuss: Is it ethical for a person to endorse a commercial product which he does not find useful for himself?
10. Attempt to formulate for your own use through life a definite and objective philosophy with regard to your use of advertising; include a defense against advertising that seeks to influence you adversely.

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CHAPTER XIV

CIRCULATION

Importance of Circulation. To attract advertising the newspaper must have a good circulation. To have a big circulation the newspaper must print news and features that will arouse public interest. Thus the departments of the newspaper are interdependent, and successful publication requires that they be closely co-ordinated on a basis of sound policies. The editorial department is almost as much concerned about good circulation as is the advertising department. More readers mean greater prestige and more influence for the paper.

Although the greater share of the newspaper's income is from advertising, the revenue from subscriptions is still of sufficient volume so that it, too, makes the matter of a large circulation important.

Audit Bureau of Circulations. In 1913 a plan was evolved for forming an organization to check circulation records. The result was the Audit Bureau of Circulations. The purpose of this organization, as stated in its bylaws, is, "To issue standardized statements of the circulation of publisher members; to verify the figures shown in these statements by auditors' examinations of any and all records considered by the Bureau to be necessary; and to disseminate circulation data only for the benefit of advertisers, advertising agents and publishers."

The Bureau has a carefully stated definition of circulation and system of auditing the records of member newspapers. These newspapers are required to keep their records by means of a system approved by the Bureau. They are severely penalized for any infractions of these regulations or inaccuracies in their circulation figures.

Since the work of the Audit Bureau of Circulations is of great value to advertisers, virtually all well-established newspapers in the country find it desirable to be members. The

result is that the prestige of newspapers has been enhanced, not only among advertisers but in the eyes of the public as well.

Organization of the Circulation Department. Perhaps the simplest way to show the organization of the circulation staff will be to use a large newspaper for illustration. The two main divisions of distribution are city and country. Some newspapers confine their circulation almost entirely to the city. Others seek as wide a circulation as possible.

City. There are three means of circulation in the city — home delivery, newsstand sale, and street sale. Some newspapers concentrate on one or the other of these means; most large newspapers seek to develop all three. For delivery at homes the paper hires delivery boys. The term *agency sales* applies to city circulation other than home delivery. To handle this branch of circulation, a member of the staff is responsible for delivery of the paper to agencies, stores, and independent carriers.

Country. The postal system is used generally for delivery only to distant or isolated points. Trucks take the papers to near-by towns. Stages, bus lines, express companies, carry the papers.

Expansion of Circulation Territory. Development of transportation has tended during the past century to cause newspapers to circulate in a greater amount of territory than was formerly the case. This expansion has been limited, however, by the fact that life has speeded up. Whereas a newspaper reader in colonial times was satisfied with a paper even weeks old, now the reader must have the news before it is many hours old. Nevertheless, newspapers now find it possible to reach territory within a radius of one or two hundred miles from the place of publication. The result is a tendency to centralization in the publishing of newspapers.

It is possible that this tendency will be counteracted during the coming generation. Many leaders in journalism believe there are growing opportunities for publishing in small towns and cities. They have come to realize that a small community cannot be wholly satisfied with a large newspaper published in a neighboring large city. Such a newspaper does not reflect the spirit of the community, although it may publish all the outstanding news of the community. Family life and community life, broken down by the development of quick, personal transportation during the past generation and by other forces, are

likely to come again into their own; and, in fact, to develop into finer and more enduring and satisfying forms. They seem to fill as nothing else can a need deep-seated in human nature. Even today small country newspapers and community newspapers in large cities manage to thrive. They do not attempt to compete with the large dailies. Instead they seek to do what large dailies cannot do: give expression to the affairs, aspirations, character, of their communities. It is possible that this fact has great significance for journalism.

Other Circulation Workers. Between the delivery boys in the city and the dealers in the suburbs and country on the one hand, and the circulation manager on the other, are several further classes of workers. For distribution to newsboys the city is divided into sections and there must be a division manager or superintendent responsible for the paper at each distributing point. In the country the papers are delivered at central places where workers are responsible for their distribution. As the subscription list of a newspaper is ever changing, the circulation department must have solicitors to seek new and renewal subscriptions.

Office Workers. Since some newspapers have a half million or more circulation, an elaborate system is necessary to keep records of subscribers and accounts. Every copy of every edition must be accounted for; and some of the larger papers have many editions a day. Mailing requires ingenious devices for quick addressing and wrapping.

Correlation of Circulation and Other Departments. Devoted to maintaining and increasing the circulation of the paper, the circulation department must still keep in close touch with the advertising and editorial problems and policies. Often the circulation department, being in close touch with the newspaper's readers, can give the editorial department valuable tips as to what features of the paper are most popular, what are least popular, what changes in the editorial conduct and policies would give promise of making the paper more salable. Sometimes a newspaper is compelled by its principles to take a course of action that will prove unpopular and cause the paper to lose many subscribers. In such a case the circulation department must understand the necessity for the action.

In like manner the circulation department may glean ideas

from readers as to their attitudes toward and reactions to the advertisements.

Promotion of Circulation. The best way to promote circulation is to publish material people will want to read and to support worthy community enterprises. A newspaper that is honest, intelligent, and courageous will automatically attract and hold subscribers. Yet just as almost any business thrives by promoting itself in legitimate ways, so a newspaper must have an active program of promoting circulation.

Some of the promotion work of a newspaper is indirectly rather than directly connected with increasing circulation. The publisher, for instance, is in a position to perform certain services for the community that no one else can perform. He is in a sense a sort of guardian of public welfare. The newspaper can fight for honesty and high standards of ethics in advertising.

Some newspapers successfully use contests among their staff members, especially carrier boys, offering prizes to the ones most successful in maintaining and increasing their lists of subscribers. In other types of contests prizes are offered to other persons. For instance, automobiles are frequently given to winners.

Another scheme of promotion is to give prizes in contests involving community talent. One newspaper in a Western state each year gives prizes for illuminated Christmas decorations in homes. Other newspapers give prizes for achievements in athletics, handicrafts, amateur photography, cooking, and many other activities. Such contests may perform a real service to the community.

Advertising is a legitimate means of promoting circulation. The newspaper's own columns are frequently utilized. The large-city newspapers sometimes advertise in newspapers of other large cities. Radio and outdoor advertising is also available, although some newspapers avoid one or the other form or both by reason of editorial policies.

Circulation Coverage. What per cent of the community's population can a newspaper hope to have on its subscription list? This is an important problem. A newspaper in a small community can ordinarily have a better proportionate circulation than a newspaper in a large community. The larger the city the greater the competition and the diversity of interests, hence the

greater difficulty of printing a paper that will appeal to all.

Ordinarily it is assumed that the average American home consists of approximately five persons. Hence if a newspaper's circulation is one fifth of the population of its circulating territory, it may be said to have 100 per cent coverage. How nearly a newspaper can approach complete coverage depends on the degree to which it meets the needs and tastes of the community, on economic conditions, on competition, and on the community's educational and cultural level. Advertisers are concerned not only with the degree of coverage but also with the classes of persons among whom the paper circulates, what proportion of the subscribers is local and what proportion is distant from the city. Advertising that reaches city dwellers is more valuable than that which goes to distant readers.

Circulation and Tendencies to Standardization. Authorities in the field of journalism fear that the present-day tendencies of newspapers to become standardized products will decrease their appeal to the public. It is true, indeed, that American newspapers have been growing more and more alike. News-gathering agencies and syndicates giving identical material to many newspapers in all parts of the country have caused a great similarity of content. Forms of news, feature, and editorial writing have come largely to follow conventional patterns. Even in make-up the sharp contrasts between papers have lessened. Sensational papers have tended to become less sensational and conservative papers have taken on some of the characteristics of sensationalism. Merging of newspapers has been an influence toward standardization for a generation. From the merging of the *World* and *Telegram* in New York to that of the *News* and *Telegram* in Portland, Oregon, this movement has gone on.

Another standardizing influence in modern journalism has been the growth of chain newspapers. When one publisher owns a dozen or two dozen newspapers in different cities throughout the country with the same general policies for all of them, the similarities are bound to be apparent.

Formerly one of the qualities that made for reader interest in newspapers was the contrast in different newspapers' treatment of events in the news columns and still more in their editorials.

Imitation has also taken the place, to a degree, of originality

and initiative. Let one newspaper achieve an outstanding success with its use of comic strips, and its competitors soon enlarge their comic-strip sections along similar lines. When a syndicate a few years ago made a great hit with Ripley's "Believe It or Not" feature, other papers that could not obtain this particular feature developed similar ones.

Standardization of journalistic content could result eventually in a deadening of public interest in newspapers. Journalism must show originality and do the unexpected; it must uncover new phases of events, develop new ideas; it must be a creative factor in life.

SUGGESTIVE EXERCISES

1. Find the following information about your local newspaper:
✓ total circulation, number of carriers in city and country, means of transportation used, divisions of the city, how addressing and mailing are organized, amount of time required for distribution of an edition. Perhaps the best way to obtain this information is to have the circulation manager talk to the class, if he will.
2. Find additional information in your local library of the work of the Audit Bureau of Circulations and its predecessors.
3. Investigate in your library, and perhaps from asking newspapermen and other social leaders or thinkers in your community, the possibilities of the small community newspapers for playing an important part in life.
4. Make a study of your local newspaper's methods of building circulation.
5. Examine several copies of your local newspaper to see how its policies and the character of its editorial and advertising materials reflect the industrial, racial, social, and other characteristics of the community.
6. Try to find a copy of your local newspaper printed ten years ago, and compare it with a recent copy to find evidences of its having become more sensational or more conservative. What reasons can you find for the change, or lack of change?
7. Compare your local newspaper with several newspapers from other cities, with reference to syndicated material. Can you find features in your paper that are carried by others? How many of the news stories are the same? How many of the advertisements? (It will be necessary here to use papers of the same date.)
8. Find what proportion of your local paper's income is from subscriptions and what proportion is from advertisements.

9. What proportion of the population in your home city does your local newspaper reach? What proportion of the population in its country territory does it reach?

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CHAPTER XV

OTHER BUSINESS PROBLEMS

Business Methods and Publishing. Competition in all business has been steadily becoming more keen during the past generation. In the pioneering stage of American life, while there were still frontiers to be developed, careful attention to details and a policy of making the most of every opportunity were less important, relatively, than they are now. Instead, enterprise, initiative, and ability to withstand hardship were the prime requisites. Natural resources of the country were so great that a person could often make a success even if he used methods that would today be considered wasteful and inefficient. Business too was less impersonal than it is now. Sheer force of personality and leadership often carried through to success despite methods that were crude as compared with those of today.

These facts were exemplified in journalism by the career of Horace Greeley. Greeley was notably unbusinesslike and frequently subjected his paper to great financial losses. Yet he was one of the greatest newspapermen of all time, enjoying a long and successful career.

What Greeley and other men like him lacked in business acumen they more than made up for by their genius and energy as leaders in public affairs, so that generally their papers were in such demand that profits were large. Journalism now offers to ambitious men the same opportunities for leadership that it did then; but it also demands efficiency in management. If the difficulties are greater, so much greater are the challenge and the achievement in success.

The Business Manager. A newspaper cannot operate efficiently without one person at the head of the business department. The business manager is this man. His specific duties depend to a great extent on the size of the paper. On a small

paper he has a certain amount of detailed work to handle. On a great daily he devotes his time almost entirely to outlining business policies and planning developments. In addition to being a trained and experienced business executive he must understand thoroughly the problems peculiar to the newspaper business. It is likely that before becoming business manager he will have had experience in the advertising and circulation departments. If he has also had experience in the editorial side, so much the better.

Arrangement of Plant. The first factor in efficient operation of a newspaper is to have a well-organized, closely knit plant. In every department — editorial, circulation, advertising, business, mailing, mechanical — it is of great importance to have an arrangement that will save as many steps as possible and will avoid confusion and delays. Even the smallest detail in this matter assumes significance when due attention is given to the accumulated loss or gain over a period of years.

Editorial Department. One plan for the editorial department is for all members to be located in one large room; another is for the several branches to be located in different rooms. In the latter case they should be easy of access to each other. The one-large-room plan seems to have preference in present-day practice. Such an arrangement, it is felt, tends to strengthen morale; it brings the various members of the staff closer together and gives the less experienced ones the advantage of closer contact with staff heads; and the latter are helped by opportunity to observe the work of beginners more closely and to appreciate better their problems.

The editorial and business offices are in a peculiarly significant relation to the public and there are many reasons why they should be easy of access from the street. It is valuable to the newspaper to have an atmosphere of welcome to visitors.

Provision must be made for filing various types of material in the editorial offices. The main kinds of material to file are copies of all editions of the paper and probably of other papers in the city and even in neighboring cities: clippings; correspondence; pictures, cuts, and mats. In the larger newspaper offices especially a proper classification of material is important. Carelessly handled files become mere jumbled piles of material, worse than useless.

Business Department. There is considerable variety of work in the business department; therefore what this department needs is really a combination of several types of offices, closely co-ordinated. There are the circulation department; the general office, including the accounting; the advertising department with its three main branches — local, national, and classified advertising.

Composing Room. The chief investment in equipment for a newspaper is in the mechanical department, including the composing room where material is set up in type and page forms are made up, the stereotyping room where pages are prepared for the press, the press room where the papers are printed, and the mailing room where they are prepared for distribution. As the number of pages in the paper varies from day to day according to the amount of advertising, the printing department must be prepared for heavy days, especially toward the end of the week and before holidays and special occasions. The paper too may plan special editions, which mean a great amount of extra work.

Stereotyping and Press Rooms. The paper is not yet ready to be printed when all material has been set up in type and locked in the page forms. In the stereotyping room each page is reproduced on a single piece of metal in semicircular shape to fit on the cylinders of the press.

This reproduction is accomplished by first making a mat from each page form. The convenience of this method is that the type itself cannot be clamped on a curved surface and the flat-bed press is capable of only a fraction of the speed of the cylindrical. Furthermore it is possible to cast several duplicates of the page if necessary — and this is done on the largest newspapers — so that several copies of the paper can be printed at one time. Again, the casts sometimes wear out before the edition is all printed, and have to be replaced.

Machinery for the stereotyping or casting process includes the matrix rolling machine, the casting equipment, and an apparatus for trimming the cast pages in preparation for fitting them on the press. Perhaps the most spectacular phase of newspaper production, to the uninitiated, is the press. This huge machine, sucking in white paper from an enormous spool at one end, printing a many-paged paper with incredible velocity,

folding the papers and counting them as they come out at the other end, is an endless source of interest to the novice. Whereas the capacity of the flat-bed presses is limited to not more than three or four thousand copies an hour at the most, a metropolitan newspaper of half a million or more circulation a day must be able to print the entire edition in a very few hours.

The Mailing Room. From the press room the papers are hurried to the mailing room; large newspaper plants have machines for separating papers for out-of-town circulation, counting and wrapping the required number for each place of shipment. Addressing all papers is also done with the aid of machinery. Newsboys may receive their allotments of papers in a room adjoining the mailing room.

SUGGESTIVE EXERCISES

1. Look in the biographies of Horace Greeley, James Gordon Bennett, S. S. McClure, Charles A. Dana, and Edwin Lawrence Godkin and find examples of what would now be considered inefficient business methods in their conduct of their newspapers.
2. Question for discussion: Which of the two following policies is better from the business standpoint? (a) The newspaper should refuse to publish any advertising that could cause any reader of the paper to suffer financial loss. (b) The newspaper will publish any advertisements that are not indecent or illegal, and let the reader use his judgment in the handling of his own money.
3. Arrange to have the business manager of your local newspaper conduct the class through his plant, showing the arrangement of the editorial, advertising, circulation, composing, make-up, stereotyping, press, and mailing departments and pointing out how the arrangements in each are designed to promote efficiency.
4. Find out from the circulation manager of your local newspaper just how his territory is divided for distribution of the paper and why this arrangement is considered the most practicable and economical.
5. Ask the editor of your local newspaper whether he considers one large editorial staff room or several rooms for the different departments of the staff to be the more practicable and why.
6. Make a study of the cost of publishing a newspaper in your community, and find what proportion of this cost is from the various departments — editorial, advertising, circulation, mechanical.
7. Look over the equipment in one of your local newspaper plants;

- include a study of the investment in the mechanical department, number of linotype or intertype machines and other machines used in composing, with the particular function of each; machinery used in stereotyping; how the press operates, and its capacity.
8. Study the mailing facilities of your local newspaper plant in a manner similar to that of the mechanical department as suggested in exercise 7.

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PART IV

Newspapers and Society

CHAPTER XVI

HISTORICAL BACKGROUNDS OF AMERICAN JOURNALISM

The Beginnings. With news of the world laid at our doors every day or several times a day it is difficult for us to realize what our communities would be like without newspapers. Yet they came into existence only a little more than three hundred years ago.

To understand and appreciate newspapers fully one needs to know something of their origin and development. Before newspapers the principal means of disseminating news were letters and verbal reports of travelers. Important news was announced to the people by town criers. In ancient times the Romans posted news bulletins on the walls of public buildings.

Invention of printing is credited to Johannes Gutenberg, a German who lived in the fifteenth century. It was a momentous achievement in the history of man. Its effects are incalculable. The first newspaper in England was published in 1621. Early newspapers were known as corantos (variously spelled "courants, corrantos, corantes," and so on). They published news from other countries. The first newspapers to publish news of events in England appeared in the middle of the seventeenth century. They were known as diurnals. The word "newspaper" appeared about 1670. The first daily was published in 1702. Beginnings of feature material may be traced to publication in pamphlet form of such famous essays as those of the *Tatler* (1709-1711) and the *Spectator* (1711-1712), by collaboration of Joseph Addison and Richard Steele.

In America Benjamin Harris published the first newspaper, *Publick Occurrences Both Foreign and Domestic*, in 1690. It was immediately suppressed for libel. The first successful paper was John Campbell's *Boston News-Letter*, 1704. From this time

on, the number of newspapers increased steadily. Advertising was conspicuous in virtually all of them. Freedom of the press as we understand it today did not exist, and one of the greatest difficulties of early publishers was to survive governmental restrictions. Nevertheless prominent colonial leaders found newspapers an indispensable medium for stirring up the people in the dispute with England that led to the War of Independence. During this war Thomas Paine exercised a profound influence by publishing pamphlets to encourage the American soldiers.

Journalism in the Early National Period. Great as was the part that journalism played in winning independence from Great Britain, even greater was the part it took in subsequent events. Following the Revolutionary War the country was in a disorganized condition. There was no strongly centralized government and no assurance that there ever would be one.

Outstanding characteristics of the growth of journalism during this period were continuation of the struggle for freedom of the press; gradual crystallization of political opinions into the Federalist and Antifederalist points of view; establishment and use of newspapers to support these points of view; increasing democracy of the press due largely to settlement of the Northwest Territory, including what are now the states of Ohio, Indiana, Kentucky, and Illinois; increasing attention to the problem of libel; maintenance of a feeling of national unity; and growth of newspapers in power, circulation, and frequency of issue from weekly to semiweekly, triweekly, and daily.

Following the Constitutional Convention the critical issue was whether or not the states would adopt the Constitution. The most powerful aid in gaining adoption was given by Benjamin Russell, publisher of the *Massachusetts Sentinel and the Republican Journal* in Boston.

David C. Claypoole and John Dunlap became publishers of the first daily in the United States when they changed their triweekly *Pennsylvania Packet and General Advertiser* to a daily on September 21, 1784.

In the struggle for adoption of the Constitution Alexander Hamilton instigated and largely wrote the series of letters known as *The Federalist*, first published in the *New York Independent Journal: or General Advertiser*.

The Westward Movement. When roads were constructed through the Allegheny Mountains a tremendous wave of settlers invaded what is now the eastern tier of the Mississippi Valley states, chiefly Ohio, Indiana, Illinois, and Kentucky. The first newspaper was established west of the Alleghenies at Pittsburgh in 1786. There were scores of them by 1810 and one had been established west of the Mississippi at St. Louis in 1808. Printers found a haven in these new settlements. Newspapers were in great demand. The franchise had been extended enormously, with a consequent increase in interest in political affairs. Naturally, too, the new settlers were eager for news from their former homes.

Illustrating how journalism and human freedom are mutually dependent, in 1833 the new state of Ohio had 145 newspapers, and Louisiana, one of the leading slave states, had only about 20.

Since the Alleghenies constituted a great natural barrier, there was a possibility that the new states might form a separate nation. After construction of railroads and telegraph in the 1830's and 1840's this danger was removed. Up to that time the newspapers of the West constituted a powerful tie to bind the Union together. Probably the most powerful influence exerted by newspapers toward unity was in their dissemination throughout the entire Union of all the news of the Union. This furnished the people with a common fund of knowledge of events. Extension of the franchise created a general interest in public problems. This opened the way for creating public opinion in favor of union rather than formation of a new country.

It was natural that since nearly all newspapers of the early national period were political-party organs the government should go one step farther and establish newspapers as official organs. The first was the *Gazette of the United States*, established in 1789 with John Fenno as editor. Several factors prevented these government newspapers from exercising great influence: (1) The city of Washington was remote from centers of population; (2) as the country grew it was impossible for any one paper to reach a considerable number of the citizens; (3) newspapers outside the Capital began keeping correspondents at Washington; (4) finally, the public is suspicious of a publication so easily made the instrument of propaganda.

The Penny Press. Up to the 1830's newspapers were expensive and small in both size and circulation. Then came developments that resulted in a mighty expansion. Because the percentage of people who could read and write had increased enormously as a result of adoption of a national policy of free public education, and because of improvements in printing processes, some publishers found that they could build huge circulations by selling their papers for a cent a copy. The usual price had been six cents. Because of the huge circulation they could charge a high enough advertising rate to earn a handsome profit. Benjamin Day established the first successful penny paper, the *New York Sun*, in 1833. Whereas other newspapers seldom had a circulation of more than 2000, the *Sun* by 1837 had 30,000. As a result of this success there were within a short time several penny papers in New York.

These papers almost completely ignored political news. Instead they featured in a sensational manner stories of crime, scandals, sports, animals, and particularly police-court news written in humorous vein. Some penny papers attacked political evils.

Success of the penny papers not only was made possible by advertising but also stimulated it. Hence advertising played an essential part in creating wants among the common people until the present era of mass production was made possible.

Day insisted that advertisers pay in advance except in cases of long-term contracts. Other penny papers generally followed this example. Before Day's time American newspapers had generally been distributed through the mails or by carriers hired by the papers. He adopted a method used in England of selling the papers outright to newsboys and carriers, leaving to them the problem of collecting from subscribers.

Born in Scotland, James Gordon Bennett is credited with introducing more innovations in journalism than any other man of his time. After a varied newspaper career he founded the *New York Herald* as a penny paper in 1835 and immediately won a success that endured until his death in 1872. The *Herald* covered a greater variety of news than did the other penny papers and tried to appeal to the upper classes as well as to the common people. It covered theaters, society, financial and religious news. It was far more sensational than the other penny

papers. Bennett was one of the first to make use of the telegraph in gathering news. He spared no pains or expense to be the first to gain information of important events. During the Civil War he began the development of the modern headline for news stories. He made extensive use of illustrations.

Horace Greeley was the most influential newspaperman of his time; his influence was actuated by high and noble motives and had a profoundly beneficial effect on the country. He established the *New York Tribune* in 1841 as a penny paper. Starting with practically no capital, he declared it would be his policy to publish nothing sensational and said he would take an active part in public affairs. His success was immediate and soon the success of the *Tribune* was greater than that of any other newspaper in America. Greeley also published the *Weekly Tribune*, which attained an unheard-of circulation for that day, exceeding 200,000 at about the time of the Civil War.

Greeley fought political corruption in state and nation and advocated enterprises for the common good such as construction of telegraph and railroad lines to the Pacific, land grants to settlers in the West, freedom of speech, labor organizations, shorter working hours for laborers. He was never afraid to take the unpopular side of any issue and frequently risked the financial success of his paper by doing so. Under his management the *Tribune* attained a high degree of literary excellence. It published reviews of books and plays, and other material of intellectual appeal.

In establishing the *New York Times* in 1851, Henry J. Raymond announced it as his intention to publish all the news from all parts of the world and to take part in public affairs, seeking to improve what seemed good and to destroy or reform evils. Temperateness and good humor characterized his editorial policies. Circulation of the *Times* rose to 15,000 in the second month of its existence and to 35,000 in the fourth year. Undoubtedly Raymond's name would loom larger than it does in the history of journalism had he not been active in politics during most of his career.

Growth of the Journalistic Field. The history of journalism shows frequent instances of men in the smaller fields who achieved distinction. In 1820 Samuel Bowles established the

Republican at Springfield, Massachusetts. Following him came his son of the same name, and after him Samuel Bowles III. Through these three generations the *Republican* was an outstanding leader in national affairs out of proportion to its physical size. Its attacks on predatory wealth, specifically on Jay Gould and "Jim" Fisk, Jr., caused the second Bowles's arrest and imprisonment on a charge of criminal libel; but this incident aroused such public sentiment that it redounded greatly to his success and during the corrupt days of the 1870's he continued to fight for honest, clean government. The weekly edition of the *Republican* achieved a wide circulation, giving Bowles a national following.

By the time of the Civil War there were newspapers all through the Middle West and even the Pacific states.

It is peculiarly characteristic of journalism that each newspaper's sphere of influence is usually in a small area geographically. As long as there is a community without its own newspaper or a certain class of the people whose interests, points of view, aspirations, and ideals are not given expression in the daily prints, so long will there be room for another paper.

Between the Revolutionary and Civil wars the population of the United States increased practically tenfold. The number of newspapers and the part they played in life had increased much more.

Purchaser of the *Philadelphia Public Ledger*, George W. Childs is notable for enunciating, in collaboration with his managing editor, William V. McKean, certain fundamental principles of editorial policy. Among these were: understate rather than exaggerate; make certain of the facts; understand both sides of an issue before forming an opinion; do not publish rumors, but investigate them; public welfare is more important than party welfare; disregard for law is demoralizing to society; grace of style in writing is excellent, but clearness and simplicity are more so.

During the Civil War newspapers began to use headlines on their important stories. The story of Lincoln's assassination was headed AWFUL EVENT in the *Times*. Brief telegraphic dispatches coming from the war zone just before press time announcing important events were inserted verbatim at the top of war news stories. Eventually they suggested the value of writing

stories with a summarizing lead and advertising them in headlines of large type.

"Giants" of Modern Journalism. The true history of journalism and one that can hardly be written is of the hundreds and thousands of newspapers and newspapermen in every city and most towns of the country; of editors and publishers who through the years have carried on the fight for honesty in public affairs and better living for the people. In each community this story is a complete history in itself.

Certain of the "giants" of journalism however, by carrying success to a higher point than others and by introducing innovations that have colored the whole field of journalism, are especially significant.

Edwin Lawrence Godkin. Representing the conservative point of view was Edwin Lawrence Godkin, founder and editor of the *Nation* and editor also of the *New York Evening Post*. The period of his great influence was roughly from the Civil War to the last decade of the century. In establishing the *Nation*, a high-class weekly journal, in 1865, he said his aim would be to discuss legal, economic, and constitutional questions of the day; extension of the principles of democracy; encouragement of public education; problems connected with freed Negroes in the South; and criticism of books and works of art.

Under Godkin's vigorous editorship the *Nation* became a powerful force. He is credited with having created a spirit of independence among a large number of voters in the 1880's so that they no longer blindly followed one party or the other. As a result in 1885 Grover Cleveland became the first Democratic President since before the Civil War.

Charles A. Dana. Dana, who became publisher of the *New York Sun* in 1868, was a master in the use of English and taught his reporters to write their stories in their own individual styles with brevity and simplicity, but also with freshness and originality. This characteristic made the *Sun* famous. Dana fought political evils and was always independent. The *Sun* publisher and his assistants were masters of clever phrasing and devastating wit and many an aspiring politician was withered by the dread strokes of their pens. One of Dana's outstanding contributions to American journalism was the divorcing of

style in newspaper writing from imitation of English newspapers. He helped to establish a precedent that newspaper writers shall seek always to avoid publicizing themselves. He insisted that when he died the story should not be more than two lines long. This request was carried out. He died in 1897.

Joseph Pulitzer. Just as James Gordon Bennett was the outstanding exponent of sensationalism and tradition smashing before the Civil War, so Joseph Pulitzer and William Randolph Hearst played much the same rôle in the closing years of the nineteenth century. Pulitzer, like Bennett, was foreign-born and he had a hard struggle with poverty before becoming a reporter on the *Westliche Post* in St. Louis. Soon he owned an interest in the paper, which in a few years he sold for \$30,000. In 1883 he bought the *New York World* for \$346,000. At this time the *World* was losing money. Less than four years later its circulation passed the 250,000 mark.

Pulitzer used woodcuts on the front page to illustrate scenes of murders. He also used them for cartoons with devastating effect. His first public service of wide interest was a campaign to raise money to erect the Statue of Liberty in New York Harbor. In the trouble with Great Britain over the Venezuela affair he was the only New York publisher besides Godkin who opposed President Cleveland's belligerent policy. It is possible that these two men were instrumental in preventing war with Britain. When Hearst purchased the *New York Morning Journal* in 1895 the most sensational struggle between rival newspapers in the history of American journalism began.

The *World's* comic strip, "Hogan's Alley," by R. F. Outcault, was immensely popular, with the "Yellow Kid" as its main character. Hearst lured Outcault to the *Journal* and Pulitzer got George B. Luks to continue the strip in the *World*. This contest over the "Yellow Kid" inspired another newspaperman to coin the phrase "yellow journalism," still applied to the sensational journalism of the Pulitzer and Hearst type.

It is believed today that the war with Spain was brought about by agitation stirred up by Pulitzer and Hearst. After the war Pulitzer opposed the spirit of imperialism and the annexation of the Philippines. He vigorously attacked corruption in government and was instrumental in bringing about reforms in New York City. He also won a victory for freedom of the

press in a controversy with President Theodore Roosevelt over the Panama Canal project.

Pulitzer was interested in creating schools and departments of journalism in universities. As a result the Pulitzer School of Journalism was established at Columbia University with an endowment from him.

The present magnitude of the Sunday newspaper owes much of its development to the rivalry between Pulitzer and Hearst. They originated or developed sensational features, colored cartoons, comics, and other striking features.

It was Pulitzer's hope that his paper would continue forever as an organ to fight for justice. Unfortunately it could not be the kind of paper he wanted it to be without a man like himself to publish it. There was no such man available after his death in 1911 and the *World* merged with the *New York Telegram* twenty years later.

William Rockhill Nelson. That sensationalism was not the only route to journalistic fame was shown in the career of William Rockhill Nelson, 1840-1915, who established the *Kansas City Star* in 1880 and made it one of the most outstanding publications of his age. His career as a newspaper publisher was an inspiring one. His decision to settle in Kansas City was deliberate, although it apparently was an unpromising place. After his success was assured he decided to publish a morning edition of the *Star* without increasing the price. Accordingly his subscribers received a morning paper, an afternoon paper, and a Sunday paper, thirteen issues in all, for ten cents a week.

The *Weekly Star* was launched in 1890 at a subscription price of twenty-five cents a year. In 1900 the *Weekly Star* had a circulation of 150,000 and the daily 87,000. Before Nelson's death the daily had more than doubled that figure. Nelson constantly urged his reporters not to be content with merely reporting facts, but to set out to accomplish things. His whole policy centered around the idea of making his paper a force for the good of its community.

The *Star* did not neglect national affairs. Nelson was not an adherent of any party. He supported Cleveland, a Democrat, McKinley and Roosevelt, Republicans, and Wilson, a Democrat.

No newspaper ever rendered more signal service to its com-

munity than did the *Star* under Nelson. Fighting graft and corruption and campaigning constantly for improvements, the *Star* was the leader in converting Kansas City from a shambles of mud streets and ugly buildings into a well-laid-out, beautiful city with one of the most excellent systems of parks in the country. His success in building circulation without resorting to the sensationalism of Pulitzer and Hearst is an object lesson for future publishers. He will always stand out in American journalism and American life as the best type of public leader.

Edward Wyllis Scripps. Born of English parents, Edward Wyllis Scripps, 1854–1926, originated the idea of the newspaper chain and built up what is still one of the most powerful of all chains, the Scripps-Howard Newspaper Alliance. It was his policy to own small newspapers and in all instances of dispute between capital and labor to take the side of labor. Although he acquired great wealth his sympathies were always with the poor rather than with the rich. He regarded as his greatest achievement the creation of the United Press, which, he believed, prevented the Associated Press from acquiring a monopoly on news.

One of Scripps's most interesting and significant experiments was the establishment in Chicago of the *Day Book*, a newspaper without advertising, to be supported by subscriptions alone. During its brief career it gave promise of becoming a success; but unfortunately when the United States entered the World War Scripps was unable because of his war activities to give it his attention and it was discontinued. The significance of this project lies in the fact that the policies of newspapers are dominated in a large degree by their dependence on advertising for financial support. If a publisher could demonstrate that a newspaper can be financially independent without advertising, the character of American journalism might be changed radically.

Great publishers have always found difficulty in providing for the continued success of their policies after they are gone. Scripps evolved a unique method of dealing with this problem. While still in the prime of life he retired from active management of his papers so that his successors should become better trained by experience to carry on after his death.

William Randolph Hearst. A native of California, Hearst was born in 1863 and took control of the *San Francisco Examiner* in 1887. Applying Pulitzer's methods, he soon had the paper netting a good profit. In 1895 he purchased the *New York Morning Journal* and the classic battle with Pulitzer began. They carried on agitation for war against Spain to free Cuba, seizing upon first one occasion and then another to stir up the passions of the American people. Their success stands as one of the most outstanding examples of the influence of journalism at the time of a national crisis.

Meanwhile Hearst established the *Evening Journal* and a paper published in German, the *Morgen Journal*. The combined circulation of these three papers was a million and a half a day during the Spanish-American War. The *Journal* was the first newspaper to make regular use of banner headlines. Capture of Manila was announced in letters three and a half inches high. Hearst built a powerful chain, eventually coming to own some two dozen papers. His innovations in journalism have been few, but his methods have exerted a profound influence on today's journalism, even to the most conservative newspapers.

Mechanical Improvements. We have seen that newspapers up to the early part of the nineteenth century circulated among a very few subscribers. Near the close of the century daily circulation of the Pulitzer and Hearst papers surpassed the million mark. This immense growth would have been impossible without developments in the processes of printing, of communication, and the growth of advertising which made such enormous production profitable. Basic inventions include type-casting machines, rotary press, and stereotyping. Various attempts to invent typesetting machines occupied the attention of inventors for many years before the linotype was perfected by Ottmar Mergenthaler, a German-American of Baltimore, in the 1880's. By 1890 the device had come into general use.

The cylinder press was invented by Friedrich König and first used by the *London Times* in 1814 with power derived from a steam engine. Its advantage is that by passing the paper along a swiftly revolving cylinder with type on it, it is possible to print with great speed. Most active in developing the cylinder press in this country is the R. Hoe Company. Stereotyping is described in Chapter XV.

Metal engravings and etchings were first used in newspapers in the 1870's. It was not until 1894 that half-tone engravings were successfully stereotyped. Typewriters came into use in newspaper offices in the 1890's. Telephone, telegraph, and wireless have contributed in a wonderful way to the speed of news gathering and printing. Cable and wireless are used constantly in transoceanic communication of news. The teletype is an indispensable means of transmitting news to editorial offices. This is a device whereby automatic typing machines can be made to operate in various newspaper offices in different cities from one sending point.

Tabloids. A famous English newspaper publisher, Alfred Harmsworth, later Viscount Northcliffe, established the first "picture paper" in 1903. Characteristics of the tabloid are its small page size and extensive use of pictures. The *Illustrated Daily News* was founded in New York in 1919 by Robert R. McCormick and Joseph Medill Patterson. Its pages were half the size of the regular dailies. Explaining their purpose in starting this kind of paper, the publishers said in part, "You can read all that has ever been written about the clock room in Paris where the peace conference is being held and get no clear idea of it. Look at a single picture of the room and you know exactly what it is like."

Most of the tabloids adopted sensational methods, making their appeal primarily to the masses of the people who apparently had not been reading other newspapers. It has been said with a great deal of truth that tabloid newspapers are for people who cannot read, that they are cheap, they appeal to vulgar taste, they give a distorted view of life. Nevertheless it is possible that the good they do will eventually far outweigh the bad.

After they had reached a combined circulation of almost a million and a half a day in New York they still affected very little the circulation of the other New York papers. Thus they provided with reading matter more than a million persons in New York who apparently had not previously been in the habit of reading. To cultivate in a million persons the habit of reading is a notable achievement.

Now many cities have newspapers classified as tabloids. Not all of them are as sensational as the first ones were. One great

advantage they have over other papers is that their size makes them easy to read and carry on streetcars and other means of transportation where many persons of a large city spend a considerable amount of their time regularly. Their short, condensed stories serve to make them popular.

Advertising. Financial support of newspapers is dependent almost wholly on advertising. Consequently newspapers have fallen under the criticism that their policies are subservient to business interests. It would be difficult to measure the extent to which this charge is true.

The problem of honesty in advertising has occupied the attention of newspapermen, advertising men, and business for many years. The Scripps-McRae League of newspapers was a leader in the movement against unethical advertising, appointing in 1903 a censor of all advertising for all newspapers of the league. Milton A. McRae, business manager, said the league refused a half-million dollars' worth of advertising in one year. The National Food and Drugs Act of June 30, 1906, has had an influence on the production of certain kinds of food and consequently indirectly on advertising. The Associated Advertising Clubs of the World have maintained a constant fight against dishonest and unethical advertising for many years.

Efforts to raise advertising standards were directed toward the advertiser to influence him to confine himself to truth and good taste; and toward the newspapers to influence them to establish a fair, accurate system of keeping circulation accounts. The federal government passed the Bourne Newspaper Publicity Law in 1912 to force newspapers to publish facts about their circulation and ownership and to require that all advertisements be designated as such; otherwise the newspaper could publish as news material that had been paid for.

The net result of all these efforts has been that the quality of advertising has improved greatly and public confidence has grown so that profits from advertising have become greater and greater.

When radios became a common household commodity in the 1920's there was fear that advertising revenues would be diverted from newspapers to the broadcasting companies. This fear proved to be largely unfounded, for the spoken word and written word have different functions in advertising.

Consolidations. During the past forty years there has been a pronounced tendency toward newspaper consolidations, especially among morning papers and in the large cities. That eventual harm may have resulted has been an oft-expressed fear. It is felt that reduction of the number of newspapers and increase in the size will take away their individuality. Probably there is little danger that this will occur to a serious extent. The public will hardly be satisfied permanently with newspapers so big as to be wholly impersonal and unrelated to community life. There would be possibility of vicious tyranny if journalism should become centralized in one or a few news-gathering agencies and in only one newspaper in each community.

Syndicates. A syndicate is an organization or company that produces or obtains newspaper material and sells it to newspapers. Syndicates usually do not sell the same material to competing newspapers. Cartoonists, sports writers, feature writers, comic strip artists, and many others sell their material to syndicates.

The first syndicate was an English company, Tillotson and Son, organized in 1870. S. S. McClure in 1880 organized the first regular American syndicate service and within a year was producing 30,000 words of material a week, including fiction and regular features. Included among writers whose material he syndicated were Bret Harte, Mark Twain, Robert Louis Stevenson, Rudyard Kipling, and William Dean Howells. Edward Bok organized a syndicate in 1886 and, specializing in material for women, soon had nearly a hundred newspapers taking his service.

Today there are numerous syndicates catering to every type of newspaper and the quantity of material produced each week is enormous. Doubtless the effect of syndication of newspaper material has been good, although it has its unfavorable side. Many newspapers have been enabled to publish articles that without the syndicates would have been too expensive. Thus they have given their readers a broader outlook, a contact with the outside world they would not otherwise have had. Syndicated material has sometimes had the effect of decreasing the initiative of the smaller papers, particularly the country weeklies. With a liberal supply of syndicated material always on hand, some of it even set up in type for him, the editor can

easily fall into the habit of filling his paper with it instead of energetically finding local stories.

News-Gathering Agencies. In the 1820's New York newspapers started the movement toward co-operative effort in news gathering by maintaining boats to meet incoming ships. Out of this project the New York Associated Press developed and soon there were similar organizations in other sections of the country, including the New England Associated Press, Southern Associated Press, and Western Associated Press.

Newspapers not included in these organizations founded the rival United Press, which in 1892 was merged with the New York Associated Press. In the same year the Western Associated Press became the basis for organization of the present-day Associated Press. This organization owes a great deal of its success to its first general manager, Melville E. Stone. The Scripps-McRae League of Newspapers formed its own news-gathering agency, the Scripps-McRae Press Association, in 1897. This group, guided by the genius of Edward Wyllis Scripps, bought another organization, the Publishers Press, in 1904 and became the United Press of today. The earlier United Press died in 1897.

Hearst organized his own press services and syndicates, including the International News Service in 1906, International Feature Service and Newspaper Feature Service in 1912, and later the Universal News Service, Premier Syndicate, and King Feature Syndicate.

In 1930 the Associated Press had 1250 newspaper members, more than 3000 employees, and approximately 80,000 contributors, including all staff members of member newspapers. At about this time it began to carry feature services as well as news. The United Press had about 1200 newspaper members in 1930. Its policies were directed largely by Roy W. Howard, who was its president from 1912 to 1920, Robert Paine Scripps, and Karl Bickel. In the 1930's the United Press made marked improvements in the standards of its products and services. Whereas it originally supplied news only to evening and Sunday papers, it then added a morning service.

Chain Newspapers. Following the trends of modern industry, development of newspaper chains has taken place during the present century. In 1930 the Scripps-Howard chain included

25 dailies, Hearst 22, and the Copley chain 22. In that year there were more than 50 chains of daily newspapers, but many of these included only two newspapers each. There are also many chains of weekly papers.

James E. Scripps founded the *Detroit Press* in 1873. Five years later his brothers Edward and George and a cousin, James Scripps Sweeney, with the aid of James Scripps, started the *Cleveland Penny Press*. This was the first newspaper chain. One of their staff members, Milton A. McRae, entered into partnership with them in 1889 and the Scripps-McRae League of Newspapers was formed in 1895. Roy Howard went into partnership with the Scripps family and in 1922 the name of the league was changed to the Scripps-Howard Newspapers.

Frank A. Munsey entered the newspaper field in 1901 with the purchase of the *New York Daily News* and during the next twenty years bought and sold many newspapers and effected many consolidations. Other important chains in 1930 included the McFadden group, Paul Block, Booth, Brush-Moore, Cox, Gannett, Howe and Thompson, and Ridder Brothers.

SUGGESTIVE EXERCISES

1. Find examples or illustrations in history or literature of how people got news in the period before newspapers came into existence. (Marathon, "How They Brought the Good News from Ghent to Aix," couriers, etc.)
2. Investigate details of the invention of printing, rival claimants to the honor, how the first printers worked, what use they made of their invention.
3. See what you can find in history as to the reasons why the first printers were persecuted.
4. Find further particulars of the careers of early English publishers: Thomas Archer, Nathaniel Butter, Nicholas Bourne, John Thomas, Henry Muddiman, Robert L'Estrange, Elizabeth Mallet, Samuel Buckley, Benjamin Harris.
5. Make a study of the part played by newspapers in the American colonies in fomenting the revolt against the mother country.
6. Problem: What material can you find in your today's paper that would have been considered libelous at the time of the John Peter Zenger libel case?
7. Investigate the journalistic career of one of the following men: James Franklin, Benjamin Franklin, Samuel Keimer, Samuel

Adams, Benjamin Edes, John Gill, James Otis, John Adams, Jonathan Mayhew (and "The Morning Gun of the Revolution"), Josiah Quincy, Joseph Warren, Oxenbridge Thatcher, John Dickinson.

8. Make a detailed study of the journalistic activities of a prominent political leader of the early period of our national history, such as Hamilton, Jefferson, Aaron Burr.
9. Prepare a full report on Hamilton's contribution to the cause of freedom of the press; on Jefferson's.
10. Investigate the early development of newspaper publishing in a town or locality near where you live.
11. Make a study of the career of one of the following crusading journalists: Thomas Paine, Elijah Lovejoy, James G. Birney, William Lloyd Garrison, Benjamin Lundy, Upton Sinclair.
12. Make a study of some of the inventions and discoveries that made possible the enormous increase in newspaper circulation in the 1830's and 1840's.
13. Investigate further particulars of the journalistic careers of Bennett, Greeley, Raymond, and the Bowleses.
14. Problem: Ethical standards of newspapers today are higher — or lower — than they were in the 1830's and 1840's, as shown in the Robinson-Jewett murder case; the *New York Sun's* moon hoax.
15. Find particulars of the use of the telegraph in news gathering up to the end of the Civil War.
16. Careers of the following men are worthy of investigation: Arunah S. Abell, William M. Swain, Azariah H. Simmons, James Watson Webb, Noah Webster, Thomas Greenleaf, William Cobbett, William Cullen Bryant, Benjamin Franklin Bache, William Duane, Joseph Dennie, James Cheetham, William Coleman, William Maxwell, Daniel Pope Cook, John Fenno, Philip Freneau.
17. Investigate further particulars of the careers of the "giants" of journalism.
18. Suggested topics for special study: Pulitzer, Godkin, and the Venezuela affair; Pulitzer and the Statue of Liberty; origin of the term "yellow journalism"; agitation of the *World* and *Journal* for war against Spain; Pulitzer's controversy with President Theodore Roosevelt over the Panama Canal project; the *World* after Pulitzer's death; Nelson and the development of Kansas City.
19. Make a study of the influence of journalistic training on a prominent literary man such as William Cullen Bryant, Edgar Allan

- Poe, Mark Twain, Walt Whitman, Sinclair Lewis, Theodore Dreiser, Sherwood Anderson.
20. Influence of the *Sun* style on newspaper writing would make a good study; possibly an interview with a veteran newspaperman would throw light on the subject.
 21. Make a study of the development of use of illustrations in newspapers; Pulitzer and Hearst were pioneers here.
 22. Investigate the history of typesetting machines; Mark Twain's experience with one.
 23. Technical developments in advertising offer good subjects for research.
 24. Investigate the history of a newspaper chain.
 25. Make a study of the history of a news-gathering agency; of a syndicate.
 26. Out of the scores of names of distinguished newspapermen of the modern era the following, picked at random, are suggested for further study: Carl Schurz, Henry Watterson, William Allen White, Fremont Older, Cyrus H. K. Curtis, Frank I. Cobb, Frank A. Munsey, Adolph S. Ochs, Joseph Medill, Melville E. Stone, Walter Williams, Whitelaw Reid, Tammien and Bonfils of the *Denver Post*, Henry W. Grady, Milton A. McRae, Henry Villard, Oswald Garrison Villard.

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CHAPTER XVII

LIBEL

Definition of Libel. A libel is a false statement which is published and which does some person injury. (Please distinguish between the words "libel" and "liable"; one is a noun, the other an adjective, and they are not different forms of the same word.) Laws regulating libel have gradually developed out of the experience of mankind during some four centuries of dealing with printed matter. Few problems cause newspapermen more anxiety than the danger of committing libel; and nothing requires more vigilant watchfulness and care. An ambiguous phrase or a remark intended facetiously may involve a newspaper in a libel suit seriously damaging its prestige and reputation. And the laws of libel apply to a school paper just as to any other newspaper.

The Laws of Libel. The laws defining libel and the penalties are closely related to those for slander; but generally speaking, libel is considered the more serious offense. Slander is defamatory imputation by the spoken word and the gestures that go with it. Libel, on the other hand, is written defamatory imputation that is published; and anything is considered as published if it is seen by any person other than the writer or the person written about.

For the sake of convenience let us call the author of the defamatory statement or imputation the defendant and the defamed person the plaintiff. In the case of slander the defamed person cannot recover damages unless he can show that the slander actually caused him injury. In the case of libel he may recover damage whether he was injured or not. All that is necessary is that the published statement be untrue and that it might damage him. The reason for this apparently is that libel, being published, is of a more permanent nature and therefore a more serious offense; it may injure the plaintiff at some future time.

The intention of the defendant when he uttered the words or imputations has nothing to do with whether or not he committed libel. The important question is not the intent of the defendant when he wrote the defamatory words but how they would be interpreted by reasonable men knowing the circumstances of the case. However, if the defendant can prove that he did not have a libelous intent, the damages may be decreased.

The fact that the writer did not have the plaintiff in mind when he wrote the defamatory imputation is not a defense. Thus reporters must be on their guard in cases where two or more persons have the same name; a crime story about one such person will libel the others unless the one is clearly identified.

The author of a libel is responsible for damages resulting from republication of that libel: first, if he consented to its publication; second, if the republication was a natural probable result of his publishing it; third, if the person republishing it was morally bound to do so.

In case of libel in a newspaper, the author of the libel, the proprietor, printer, publisher, editor, and vendor of the paper, are all liable for damages caused. The vendor — that is the salesman — of the paper, however, has a good defense if he can prove that he could not reasonably have been expected to know the paper contained the libel.

In libel suits the plaintiff does not have to prove that the words of the defamatory imputation were false; the defendant must prove them true. The plaintiff does not have to prove that there was malice, except in certain privileged cases, to be mentioned presently.

Fair-Comment Defense. In some cases the defendant has a defense against the charge of libel. Some of these cases of good defense are known in law as *fair comment*. In such a case the defendant must prove that: (1) the words were the expression of an opinion and not allegation of a fact; (2) the words alleged to be libelous are fair and honest opinions based on true facts; (3) the person or subject commented upon is an object of public interest such as an officeholder, candidate for public office, a book, a play publicly performed or work of art publicly exhibited. Note that the comment must be *both* fair and honest. The defense will fail if the plaintiff can show that the author

of the words had any ulterior motive in mind, such as a wish to damage the sale of the book, the character of the candidate, or the like.

Absolute Privilege. No statements made by parliamentary and judicial bodies while in session are considered libel. Also a state official is exempt on statements made in letters written in the performance of his official duties. This exemption is known as *absolute privilege*. It is not libel for newspapers to publish such proceedings, provided they do so at once and are fair and accurate. They cannot print obscene or objectionable material on moral grounds, even though no libel is involved. Thus it is apparent that a newspaper may report proceedings of judicial or parliamentary bodies without liability for damage for libel even though the proceedings contain material defamatory to a person's character. However, if the newspaper's report is inaccurate or garbled, then the newspaper is liable for damages.

Qualified Privilege. A person is immune from liability for damages for libel or slander if he makes defamatory statements from legal, social, or moral duty or interest and if the one to whom he makes the statement has an interest in receiving it. An example would be informing a tradesman of the credit rating of a prospective customer. Although this information might damage the customer's reputation, it is not slander or libel provided it is the truth. If a person knows facts about another that concern the welfare of a third party, he may tell the third party; however, he may not make statements irrelevant to the matter in hand. For instance, it would be libel to call a murderer a robber if he were not one.

Reports of public meetings are also privileged if published accurately and not maliciously. However, a person defamed at such a meeting must have the privilege of publishing a defense or contradiction of the injurious imputations. The newspaper is not privileged to publish blasphemous or indecent matter and it cannot publish matter that is not of public concern or for the public benefit.

Apology. Publication of an apology is not a defense against libel, but it is a partial defense in that it may reduce the amount of damages. It must be prompt, full and frank, and be displayed as prominently as was the defamation, in the same paper in

which the defamation was published. If means are lacking for publishing the apology in this paper, it must be published in another paper chosen by the plaintiff.

Criminal Law. Libel may be a criminal offense but slander is not. Libel is a criminal offense if it provokes to a breach of the peace — that is, if it is the cause of violence. In this case the truth of the defamatory imputation is not a defense unless the defendant can show that the publication was in the interest of the public.

Defamation of a deceased person may be criminal libel if it does injury to his posterity.

Necessity for Knowledge of Libel Laws. Anyone engaged in publishing must have a thorough knowledge of the laws of libel, for the consequences of his publishing a libel can be grave indeed. Ignorance of the laws of libel and unintentional errors are no defense. And publication of apology, while it may lessen the damages, is always humiliating and lowers the prestige of the paper. Damages for libel sometimes amount to immense sums of money.

It is important to keep in mind that the publisher is responsible for libel, no matter what the circumstances are. If he expressly forbade publication of a libel and it were published nonetheless by a subordinate, he is still fully responsible.

Some Common Precautions. Newspapermen must be on the watch at all times for libelous utterances. Following are some specific situations in which the danger is especially great.

Names of Persons. In all cases in which a news story involves the moral character or reputation of a person, the reporter must be sure to identify the person beyond any possibility of doubt. If there are two or more persons of the same name, he must make clear which one is meant by telling something about the one referred to that is not true of the other, such as his address, occupation, or age. In all cases using names of persons, the reporter must be sure to have the correct spelling; it is probably mildly libelous to misspell a name, although it would be an extraordinary case in which the damages would be sufficient to justify suit.

Criminal Cases. The newspaper must be careful how it mentions persons against whom criminal charges are preferred. It is necessary to keep in mind that the law presumes a person to

be innocent until he is proved guilty. To speak of a person accused of murder as "the accused murderer" is libelous, for the person may be acquitted.

Quoting Another Person. The newspaper does not escape responsibility for libel damages by quoting what someone said. "‘John Doe is a scoundrel,’ said Henry Roe." In this case both Roe and the newspaper are responsible for damages resulting from the libel.

Advertisements. If a newspaper publishes a libel in an advertisement paid for by an individual or firm, both the advertiser and the newspaper are fully responsible for the damages.

Humor. Newspapermen must be fully aware of the difference of effect in a humorous comment (1) made verbally and (2) published in cold print. An apparently harmless pleasantry will frequently take on an aspect of libel when it is published where anybody may read it. This fact is especially important for staff members of school newspapers; for young persons say many things in a spirit of fun that would be seriously damaging to an individual if published. It is necessary to keep in mind that the occasion on which the words were said, the gestures, inflections of the voice, expressions of faces, and the like are lost when the speaker is quoted in print. Furthermore, the words may mean something entirely different to a total stranger than to a friend of the persons named.

Personal Comments. Beware at all times of anything said about a person's individual characteristics, habits, manner, dress, appearance, and the like. Frequently such comments are news, as in the case of personal interviews; but anything that can be construed as casting unfavorable reflections on the individual is libel unless it can be proved true and unless there was a definite reason why it should be published.

SUGGESTIVE EXERCISES

1. Arrange for a lawyer to address the class on the subject of libel; let each member of the class be prepared to ask questions.
2. Find examples in newspapers of privileged material which, if not privileged, would be libelous.
3. Make up a statement of policies you would follow as editor of a newspaper, to avoid libel.
4. Try to find in a newspaper an example of a story such as the

following: "The John Doe who was arrested by police last night and lodged in the city jail on a charge of petty larceny is not the John Doe who lives at 100 Blank street and who is engaged in the furniture business." Try to learn from the newspaper office the particulars of why this article was printed.

5. Have the laws of libel become more strict or less so during the past 150 years? Find all the facts you can to give you a basis for forming an opinion on this question. Discuss in class.
6. Define the difference between slander and libel. Which is considered the more serious offense? Why?
7. Do you think it is just for a newspaper to be held responsible for a libel it commits unintentionally? Discuss.
8. If a newspaper unintentionally libels a person or firm but makes a correction the next day, displaying it as prominently as the libel was displayed, why is this action not regarded as a sufficient defense?
9. Why is a newspaper allowed to comment more freely on a person or object of public interest than on one not of public interest? Discuss.
10. Define absolute privilege. What persons are allowed absolute privilege? Why?

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CHAPTER XVIII

FREEDOM OF THE PRESS

Freedom of Press Is Important. Newspapers have had to struggle from the beginning and must continue to struggle for freedom to publish news and to comment on events. During the year 1934 this struggle was waged spectacularly in the United States. The only great nations where freedom of the press in that year was officially acknowledged were the United States and Great Britain.

Importance of freedom of speech and of the press can hardly be overestimated. Without these two fundamental rights it would be practically impossible to maintain a democratic form of government or to safeguard such fundamental rights of individuals as free trial, liberty to choose their occupations or mode of living, privilege of making adverse comments on actions of the government. They would find it difficult and dangerous even to think anything against the government. The right to own property would be jeopardized. Public education would be likely to be abolished.

The history of the struggle for freedom of the press is an interesting story. Let us review briefly some of its high points.

Early Struggles in England. Invention of printing brought sharply to the attention of rulers the fact that a new power had come into the world which it was of supreme importance for them to control. Accordingly printing was brought strictly under government supervision, where it remained for nearly two centuries, delaying the development of newspapers. When newspapers did appear in the 1620's they were closely supervised.

Milton's Plea for Freedom. A proposal in the English Parliament to establish a licensing system for printers in 1644 brought from the pen of John Milton, the famous poet, a long and earnest tract pleading for freedom of printing. Milton called

his tract the "Areopagitica," from Areopagite, title of a member of the Areopagus, the highest court of ancient Athens. England prided itself on being the land of freedom and Milton skillfully appealed to this pride.

He points out that it is repugnant to the spirit of free men to have a censor regulate what they shall read. He cites examples from some of the greatest books of the ages to show that they contain passages that could corrupt weak-minded persons. He discusses the impossibility of finding competent men to act as censors.

I deny not [he said], but that it is greatest concernment to the church and commonwealth, to have a vigilant eye how books demean themselves, as well as men; and therefore to confine, imprison, and do sharpest justice on them as malefactors; for books are not absolutely dead things, but do contain a progeny of life in them to be as active as that soul whose progeny they are; nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them. I know they are as lively, and as vigorously productive, as those fabulous dragon's teeth; and being sown up and down, may chance to spring up armed men. And yet, on the other hand, unless wariness be used, as good almost kill a man as kill a good book: who kills a man kills a reasonable creature, God's image; but he who destroys a good book, kills reason itself, kills the image of God, as it were, in the eye. Many a man lives a burden to the earth; but a good book is the precious life blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life. It is true, no age can restore a life, whereof, perhaps, there is no great loss; and revolutions of ages do not often recover the loss of a rejected truth, for the want of which whole nations fare the worse. We should be wary, therefore, what persecution we raise against the living labors of public men, how we spill that seasoned life of man, preserved and stored up in books; since we see a kind of homicide may be thus committed, sometimes a martyrdom; and if it extend to the whole impression, a kind of massacre, whereof the execution ends not in the slaying of an elemental life, but strikes at the ethereal and fifth essence, the breath of life itself; slays an immortality rather than a life. . . .

Although Milton refers constantly to "books" in his tract, his arguments apply to printing in general. He suggested as a rule

for regulating printing, "That no book be printed, unless the printer's and author's name, or at least the printer's be registered." So profound was the influence of the "Areopagitica" that never again did the restrictions on printing become as stringent as they had been before.

The Zenger Case. Perhaps the most famous event in the long history of the struggle for freedom of the press was the trial in 1735 of John Peter Zenger, a German-American printer. Zenger came to America in 1710. Political opponents of the governor of New York established the *New York Weekly Journal* in 1733 with Zenger as editor and publisher. However, most of the material for the paper was written by political leaders. The first issue contained an article on the freedom of the press which was reprinted by many other papers. Successive issues continued to criticize the governor and finally Zenger was arrested on a charge of libel.

Zenger was deprived of a lawyer to defend his case through the fact that the attorneys he had engaged, William Smith and James Alexander, were held in contempt of court for challenging the competency of the judges. But when the time came for trial, there suddenly appeared the second hero, besides Zenger, in this memorable event. This was Andrew Hamilton (not to be confused with Alexander Hamilton, who came at a later date and was not, as far as is known, a relative). Hamilton was about eighty years old, had been practicing law in Philadelphia for a number of years, and was probably the most famous attorney in the colonies.

At that time the law was based on the theory that any printed matter tending to give the people an ill opinion of the government was libel. Hamilton was well aware of this fact and knew that he could not win on the law in the case. Instead, he boldly and with great ingenuity and energy set out to win an acquittal on the feeling he could arouse in the community.

"What strange doctrine it is," he declared, "to press everything for law here which is so in England."

He attacked the doctrine that the government must not be criticized. The power (of the government) is a beautiful river while kept within its bounds; but when it overflowed its banks it brought destruction and desolation. Liberty is the only pro-

tection against tyrannous government, he urged. Tyranny, he declared, provokes those who suffer under it to cry out against it and complain. Then it uses these complaints as an excuse for fresh persecutions.

"It is the best cause; it is the cause of liberty," he said in his concluding plea. "And I make no doubt but your upright conduct, this day, will not only entitle you to the love and esteem of your fellow citizens, but every man, who prefers freedom to a life of slavery, will bless and honor you, as men who have baffled the attempt of tyranny; and by an impartial and uncorrupt verdict, have laid a noble foundation for securing to ourselves, our posterity, and our neighbors, that to which nature and the laws of our country have given us right — the liberty — both of exposing and opposing arbitrary power in these parts of the world at least, by speaking and writing truth."

The jury brought in a verdict of "not guilty."

This notable case established the right of the press to criticize government. It attracted great interest in England as well as in America. It was an event of great importance in the history of the United States.

Alien and Sedition Laws. During the Presidential administrations of John Adams and Thomas Jefferson, 1797–1809, the question of freedom of the press again came to a crisis. The Alien and Sedition Laws were intended to curb newspaper criticism of the government during Adams's administration. The Alien act gave the government power to deport any alien for making attacks upon the government and the Sedition act made it a high misdemeanor for persons unlawfully to combine or conspire against the government or to write, print, publish, or quote any false scandal or scurrilous writings against the government or branches thereof.

Even in the passage of these acts one victory for freedom was won, in that a clause was included providing that the truth of what was written should be admitted as good defense. However, the passage of the laws aroused great excitement throughout the country and brought about the defeat of Adams at the next election and the extinction of the Federalist Party. Some editors were convicted under the Sedition act; Duane and Fenno were attacked and beaten. Matthew Lyon, publisher of the *Fairhaven Gazette*, although a member of Congress, was

convicted and sentenced to jail, being refused liberty on bail. However, he had his revenge. In the Presidential election of 1800, his vote defeated Adams and elected Jefferson.

The Croswell Case. During President Jefferson's administration, Harry Croswell, editor of the *Balance* at Hudson, New York, was indicted on a charge of libel for printing a statement that Jefferson had paid James T. Callender, who had been connected with several Antifederalist papers, to slander Washington and Adams. Alexander Hamilton's speech in defense of Croswell is considered the greatest plea ever made for freedom of the press. He held that the long-established principle that "the greater the truth the greater the libel" was wrong, both morally and as law. In his preparatory notes he wrote, "The liberty of the press consists in the right to publish with impunity truth with good motive for justifiable ends, though reflecting on the Government, Magistracy or individuals." Free government cannot exist without this right, he declared.

Neither the Federalists nor their opponents can be blamed too harshly for their attacks on the press, for libel was common. The struggles did help to clarify the distinction between libel and freedom of the press.

Antislavery Agitation. It is usually in the time of a crisis that the freedom of the press is subjected to its most severe attacks. This is shown in the issues that arose out of antislavery agitation during the Jackson administration, 1829-1837. In 1835 President Jackson asked Congress to pass a law prohibiting circulation through the mails of publications intended to arouse the slaves to rebellion; but no such law was passed.

This incident served to make clear the fact that a free press cannot exist in a country ruled by a small minority of the people. The North was aroused to a realization of the fact that extension of slavery meant elimination of the free press; and as a result the inevitable conflict between North and South was brought one step nearer.

It was not always the government that editors had to contend with in their struggles to maintain the right to express their opinions and to advocate reforms. The murder in 1837 of Elijah Lovejoy, editor of the antislavery *Observer*, published at Alton, Illinois, was an act of intolerance on the part of the public.

Semiofficial Newspapers; Bennett. While the government maintained semiofficial journals at Washington, it tried more or less to control public opinion through them. That the government was reluctant to give up its control of the news is shown by an experience of James Gordon Bennett's in 1841. Bennett wished to establish a corps of reporters at Washington, but the Senate refused to allow the *Herald* reporters access to the Senate chamber. Bennett attacked this action vigorously, declaring it was the jealousy of the Washington newspapers which had been robbing the public treasury "under the color of public printing." Eventually newspapers won the right to have reporters admitted to the halls of Congress. Government journals were unable to continue after construction of telegraph lines in the late 1840's.

Theodore Roosevelt and Sensational Journalism. Theodore Roosevelt made definite attempts to suppress the adverse criticism of Hearst and Pulitzer during his administration as President. The outstanding case was in connection with this country's acquisition of the Panama Canal and Canal Zone. Reviewing the whole history of the Canal case, the *World* showed that the United States under Roosevelt's direction had been instrumental in fomenting a revolution in Panama, had aided the Panamans to obtain independence from Colombia, and then when they set up an independent government had promptly recognized it and obtained a grant of the Canal Zone, paying the new republic ten million dollars and agreeing to make annual payments of \$250,000 a year beginning in 1913.

Furthermore, Pulitzer showed that the government of the United States had appropriated forty million dollars to acquire rights from an American company that had gone bankrupt trying to build the Canal, when, Pulitzer claimed, the rights could have been obtained for four million dollars.

Infuriated by these disclosures, Roosevelt attempted to bring suit against the *World* for libel, but was unsuccessful. The *World* hailed this outcome as the greatest victory for freedom of the press since the furore over the Sedition Laws a hundred years previously.

The New Deal. When President Franklin D. Roosevelt's program of national recovery from the economic depression of the 1930's was begun, one phase was the National Recovery Ad-

ministration, wherein the various industries were organized under codes of fair practices in competition. Newspapers were requested to include in their code the provision that every newspaper be licensed. Immediately a great cry of protest went up from newspapers all over the country, showing that journalism is still exceedingly jealous of its rights to free expression of opinion and ready to fight any move toward their restriction. Newspapers resolutely refused to go back to the hated licensing system that had been the source of so much trouble in the early days and that had been in the discard almost two hundred years.

SUGGESTIVE EXERCISES

- 1/ ✓ Make a summary of the fundamentally important ways in which your life would be different if there were no freedom of the press.
2. Suggested studies: some phase, not developed in this book, of the struggle for freedom of the press in England or America; history of the struggle for freedom of the press in France, Germany, or other countries.
3. Look up particulars of the occasion of Milton's composition of the "Areopagitica." Read the opinions of historians and literary scholars as to the importance of this work.
4. Find particulars of the career in England of Benjamin Harris.
5. Formerly the law held that "the greater the truth, the greater the libel." Now it holds to the reverse view: that if a statement is true and there is reason for publishing it, there is no libel. What fundamental differences of philosophy of government lie behind these two opposing points of view?
6. Examine the career of Alexander Hamilton to see whether or not he believed that freedom of the press was desirable in a country ruled by an aristocracy.
7. What evidence have we that the dividing line between freedom of the press and libel is better understood today than it was in the 1830's?
8. Attempt to evaluate for yourself the importance of freedom of the press as a factor in life.
9. Try to find evidence in this chapter to support the view that a free press is necessary in a democratic nation and that it is an anomaly in a nondemocratic country.
10. Is freedom of the press endangered during a time of war?

11. What is the present status of freedom of the press throughout the world? What forces in American life seem to be opposing it? Striving for it? Attempt to evaluate these factors as influences of importance in modern life.

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CHAPTER XIX

JOURNALISM AND PUBLIC OPINION

A Public Opinion Is Formed. John Doe, aged seventeen, is to have the use of his father's automobile during a Saturday afternoon. His high school's football team is playing a game at a town thirty miles distant; but if John goes to the game he must pay his own expenses. He calls together six friends and they discuss how to spend the afternoon.

Each boy has a different suggestion. John wants to go to the game but has not sufficient funds. Henry says he knows of a place ten miles up in the mountains where they can go skiing. George wants to find some girl friends and go for a ride. Frank says there is an exceptionally fine moving picture in town. Jack would like to go hunting. Robert would like to drive out to the lake and go boating. James is undecided but interested in all the suggestions.

These boys are very much like the public when it has to choose a governor, decide upon a school building program, make plans for a celebration, or find a way to reduce taxes.

They discuss the various suggestions. It will cost too much to go to the game, says Henry. Jack points out that two of the boys have no skis. Robert says he has already seen the show and, besides, it will be in town five more days. Frank points out the fact that there wouldn't be room in the car for girls.

Finally the boys give up the moving pictures, the skiing, and the girls. Further discussion reduces the issues to two: boating or the game.

"We ought to go to the game and support our team," declares George. "Besides, it will be an exciting game." This argument convinces Jack and Frank, who have been undecided.

They count their money and find they have enough; but John has no money.

"I'll lend you a dollar and you can pay me next week," says James.

So the issue is decided and they go to the game. These seven boys were a "public" and in making their decision they went through the steps of forming a public opinion.

In a similar manner public opinions are formed with respect to the problems of society. The process is much more complicated, with millions of persons taking part. Let us see further how public opinion operates, how it is important, and how newspapers have a necessary part in its formation.

Definition. Public opinion is the sentiment of the people on any particular issue. It is the solution accepted by the people of a public problem. Thus it is a kind of attitude. It exists only when there is a crisis — that is, when an issue has to be decided. Attitudes exist at all times on many subjects concerning which there is no need for action. The seven boys had attitudes favorable toward skiing, boating, seeing a football game. But they had opinions only when they were given a chance to make a choice. We may say that the American people have an attitude favorable toward universal suffrage or toward the freedom of the press. There is no public opinion on these matters, however, unless they are brought into question or endangered. Unfortunately, people form their opinions to a large extent from emotions, wishes, and prejudices rather than from reason.

Necessity for Enlightened Public Opinion. "The basis of our government being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers, and be capable of reading them."

It was Thomas Jefferson who wrote these words in 1787. Since the people cannot talk with each other about their problems as the seven boys did, they must have other means of communication. Journalism provides the best means. Jefferson was by no means the only one of our early statesmen who recognized the need for enlightening the people so that public opinion would be intelligent.

Washington urged the establishment of schools so that the

people would be able to read and to form intelligent opinions about public problems. Jefferson, however, had more faith in the intelligence and good judgment of the common people than did most of the leaders of his time — or, for that matter, since.

We have already seen how the power of public opinion manifested itself decisively on the occasion of the final defeat of the Federalist Party in 1800. In the crisis brought on by the Alien and Sedition Laws, public opinion swung sharply to the Republican side. Many other examples of the power of public opinion can be found in the history of our country.

Neither Jefferson, Washington, nor any of the other founders of our country exaggerated in declaring that public opinion must be enlightened. There are many persons today who believe that democracy is not practicable.

Faults of Dictatorships. Proponents of this view too often place all the emphasis on the faults of democratic government, ignoring the faults of other forms of government. They ignore the fact that a dictator is as likely to be selfish, greedy for power, unjust, as he is to be the opposite.

A benevolent despot may seem to advance the welfare of his country very rapidly for a time; but sooner or later he dies. Then the country faces a crisis more serious than it ever has to face in a democracy in time of peace, and the whole nation is frequently left in a chaotic condition.

If we compare the history of this country since its foundation with that of any nondemocratic country of the world we shall see that our internal dissensions have been fewer in number and less in intensity. Our changes in government have practically never been attended with bloodshed and great violence, to say nothing of revolution. The democratic form of government does indeed have grave faults and dangers; but so does any other form. Numerous cases could be cited in which the people have not made the best choice in whom they elected to office. On the other hand, numerous cases could be cited in which they elected competent and honest men; and the higher the office the more likely this is to be true.

It is necessary that public opinion, brought out when a crisis calls for the people to make a decision, be guided by a continuous stream of honest information about and interpreta-

tion of events. The people have only one source of this information — journalism. They cannot talk things over as the seven boys did, for they are too numerous and scattered. In times of ease and security the public tends to take less interest in public problems, and corruption and evils of all kinds gain ground. But when these evils begin to affect public welfare, the people arouse themselves to a study of the problems. Then is the time for journalism to feed this public interest, to create the right kind of public opinion by intelligent and honest interpretation of public events. It is the peculiar province of journalism to do this, for its welfare is inseparably bound up with the welfare of the masses.

What Is Leadership? There are those who would hold that the necessity of leadership proves the incompetency of the people; therefore that we should abandon all attempts at self-government and be done with it. The truth is, rather, that leadership does not imply innate incompetency on the part of the persons being led. It means that certain persons are delegated, so to speak, to specialize in problems of public affairs. They thus become expert in this field and not only inform the people of important events, but also interpret these events in terms readily understood.

Other persons become leaders in other activities of life: the doctor in cases of illness and injury; the farmer in production of foodstuffs; the skilled laborer, merchant, manufacturer, and so on, each in his special field. Viewed in this light, we see that political leadership is merely one phase of the division of labor for the convenience and benefit of all. And the public chooses its leaders. It chooses the doctor by going to him with its physical ailments; the politician by electing him to office; the journalist by buying and reading his paper.

The opportunity of journalism is that it can lead the public to recognize and support honest and sincere and intelligent effort in its behalf. The public will be misguided and mistaken in specific instances, but eventually it will find and support what is genuine and true.

Power of Public Opinion. You are familiar with some of the ways in which public opinion influences our lives. Candidates for public office have to win public opinion to their side of campaign issues in order to be elected. Men in public po-

sitions are profoundly influenced by public opinion in their conduct of office.

It is not only in the field of political affairs that public opinion is important. It enters into every phase of life, wherever a question comes up that the public recognizes as involving its interests and welfare: in religion, education, community institutions and activities of all kinds. Whatever course of action a person takes, he is ever conscious of what public opinion is likely to be with regard to his actions; even if he decides to go against it or ignore it, he nevertheless gives it due consideration before he acts.

Because of the great power of public opinion, to achieve the greatest possible success in life one should understand it and know how it is formed. Few indeed have been the men who have understood it well enough to be able to control it. Let us attempt to analyze some of its fundamental principles. Before the time of newspapers the common people had little to do with government. Public opinion among the masses, however, did have great weight in some affairs of life. For instance, it is possible to conceive that an army made up of the common people could develop an opinion greatly affecting its chances of victory in battle and thus decide the course of a nation's life.

Students of social problems recognize the fact that the public is made up of many groups with various kinds of special interests and that opinion may arise within any one of these groups. To designate these various groups they have adopted the phrase "the publics." Thus our seven boys were on one occasion, in a sense, a public. Every class or group that has special interests is a public.

Public Opinion Forms from Character. You have seen how seven boys, each with an opinion of his own, finally arrived at a unanimous decision. Although newspapers are probably the most powerful forces in the formation of public opinion, they are by no means the only force. Furthermore, as they themselves are a part of the public, they probably do as much to reflect public opinion and give it expression as to form it.

To get at the basis of the formation of public opinion we must look deep into the whole character of the people. Every community has traditions, legends, customs, prejudices, myths, and the like resulting from accumulated experience through

many generations; and it is these that determine the attitudes of the community. When a crisis arises the public gives an account of its attitudes; and this account is public opinion. For public opinion to exist there must be conflict. That is, when an issue arises calling for public action, various points of view are advanced. Gradually some of them come to be accepted by a number of persons. The numerous opinions eventually merge into fewer and fewer group opinions until they may be reduced to two opposing ones. One opinion is "for" the issue, the other is "against" it. One or the other of these groups obtains the majority and its opinion is then the public opinion.

It is worth while here to suggest why each individual does not build his own personal opinion of a public issue independent of the opinions of others. If left to himself that is just what he would do; and if everybody did that there could be no public opinion. Instead, there would be chaos. Perhaps the main reason is that there is an irresistible attraction, comparable to a magnetic power, which influences the individual to do as others do and to profess the beliefs, opinions, and attitudes of the majority. The more persons there are that reach a common opinion the more intense is that power.

In this way the development of public opinion comes about through modification of individuals' opinions. Another factor in this development is that individuals experience a broadening effect when they exchange ideas. Their original opinions are shown to have been too narrow; they find they failed to take into consideration many factors of importance. In readjusting their views they naturally swing toward the views of persons from whom they received the broadening influences.

In the days before newspapers public opinion was much more a community matter than a national matter and there was greater diversity in it than there is now. This fact made it difficult in those days for a large nation to exist on a secure and permanent basis.

Journalism and Formation of Public Opinion. When newspapers began to be circulated among the people generally, a revolutionary change came about in the way public opinion formed. No longer was knowledge of events spread about by word of mouth with attendant rumors, false reports, and the like. No longer were communities and individuals isolated from

the main stream of national life. Now it was possible for all the people of a nation to learn simultaneously what was going on in the world; and for public leaders to extend their words and ideas to all the people in a short space of time.

This extension of the means of rapid communication resulted in profound changes in the conditions of life. The solidarity of community and family life was weakened, for no longer were the people dependent to such an extent on others who lived close to them. Individual lives were broadened immeasurably by the fact that information about the outside world was brought to them regularly. National life was made more secure through the fact that common attitudes and opinions were built up among people of different communities, widely scattered. The family and community ceased to a great degree to be the source of attitudes and opinions and in their place came sources from outside the community — sources of all sorts, from all over the world. Life thus became immensely more complex.

During the time of the Revolutionary War leaders in this country had no thought of extending the limits of the nation across the continent. When Jefferson purchased the territory of Louisiana from France in 1803, he was assailed for extending the national boundaries over too great an area. It would be impossible, many persons believed, for a nation to remain united when spread over so great a territory. Within a generation of that time the coming of the telegraph and railroad did away with all fear of the country's being too large. Rapid communication by means of newspapers solved the problem.

Departments of the Newspaper. Each department of a newspaper influences and reflects public opinion in its own peculiar way.

General News. The front page contains, generally, the most startling, sensational, important news of the day, regardless of what type of news it is. Ordinarily a considerable amount of space on the other pages is also taken up with general news. It is so great in quantity and so varied that the reader gains a confused, vague impression. It would be hardly possible for a reasonable public opinion to arise from the reading of it.

Departments of News. Sports, society, finance, and other departments of the news have great significance in formation of

public opinion. Prominent men in sports become national heroes, especially among the young, and thus stamp an indelible impression on the ideals and attitudes of the nation.

The business section of the newspaper, on the other hand, is of interest almost entirely to adults who have a material interest in business affairs — tradesmen, investors, stock-market gamblers. Its importance is very great, although in less obvious ways than is the case with sports. It probably encourages the gambling spirit.

Society news doubtless has the effect of raising standards in the matter of dress and manners; but its greatest influence is probably in providing a medium for vicarious experience. Increasing activity of women in practically all affairs of life has brought women's departments in newspapers into great prominence. Activities of women's clubs and other organizations are reported fully in many papers; and scarcely any paper can ignore this phase of life.

Feature Sections. As feature sections in newspapers comprehend a great variety of material, their influences are of many kinds. Possibly the worst effect of reading trivial feature material is that it tends to fix habits of idleness and harmful day-dreaming. On the other hand the habit of reading even this kind of material is probably better than no reading habit at all. (It is suggested that the class refer to the examples of feature material in Chapter VII.)

Interpretation. What is probably the most valuable of all feature material is that which interprets important events and problems. News necessarily deals with the surface of events. Feature material can go into deeper causes and implications. It is in interpretation that the newspaper becomes a leader of public opinion.

Editorials are a powerful force in influencing public opinion. They usually aim to appeal to the highest intelligence among the paper's circle of readers. They are the newspaper's strongest bid for the respect of the community's leaders. They tend to deal with crises. (In Chapter VIII are examples of editorials illustrating the points brought out here.)

Comics. Comic strips, trivial though they are, have some influence on public opinion. Originally they were almost entirely humorous, as the term "comic strip" implies. Now there are

so-called comic strips that deal in simple romantic love or adventure, others that are sentimental, and some even satirical or mildly philosophical. They have a not inconsiderable part in shaping the attitudes and habits of thought of many persons, children and adults alike.

Advertising. Advertising is of immense significance in influencing the attitudes of the public. Of all the phases of journalism, its influence on society is probably appreciated the least. In almost every phase of life its voice is heard with an insistence and penetrativeness that we can scarcely ignore and certainly cannot escape.

Censorship and Propaganda. Censorship influences public opinion by prohibiting publication of certain material or types of material. Propaganda influences public opinion by pushing the publication of material intended directly to have certain influences on the public. Thus the two are opposites: censorship is negative, propaganda is positive.

Censorship may be by law or by public opinion itself. The former seldom affects newspapers in this country except in times of major crises such as war. However, there is censorship to a degree at all times of material that criticizes our social attitudes and moral standards. Even when these are changing the censorship is likely to remain in force after the change has been completed. Public opinion tends to support this type of censorship. The power of censorship was demonstrated during the World War when in the United States it crushed opposition to war. In European countries it was used to suppress or modify reports of losses or defeats on the field of battle. In continental Europe there is usually heavy governmental censorship of all newspapers. Except in cases of extreme emergency, censorship is generally regarded as a bad influence; for the public, realizing eventually that information is withheld from it, becomes uneasy, suspicious, and subject to all sorts of wild rumors. Censorship also creates international suspicion and discord.

Propaganda is the effort to win public approval of some cause. It deals to a great extent with the same material that news stories deal with, but for a different purpose. As an illustration, suppose a reporter is covering a political meeting during an election campaign, at which one of the important can-

didates is the principal speaker. He will report this meeting impartially, frankly, telling the public what he thinks it would like to know of what happened at the meeting. A press agent for the party, however, will tell the story, not impartially for its simple news value, but in a way that he thinks will win public opinion to his side. He will certainly mention nothing about the meeting that he believes will harm his cause.

Propaganda seeks to appeal to the more or less unconscious attitudes of the public. Thus we tend to believe propaganda because it tells us what we want to believe.

Propaganda has had a profound influence in history. It was the instrument employed by Thomas Paine to stir up patriotism among the soldiers of Washington's army during the War of Independence and by William Lloyd Garrison in his fight against slavery. Incidentally, censorship was employed here by the government in its refusal to allow Garrison's pamphlets to be circulated in the slave states. Both sides used propaganda during the World War, the Allies more effectively than the Central Powers because they appealed to the emotions, prejudices, and desires of the Germans, while the Germans attempted to reason with their enemies.

Since the World War the practice of propaganda seems to have increased immensely. Virtually every organization and institution depending for its success on the support or good will of the public has a well-organized program of propaganda.

SUGGESTIVE EXERCISES

1. Find examples, in the early history of British newspapers, the American colonial period and the early national period, of public opinion's being influenced by journalism. Show in each case how the influence wielded by journalism was an important factor in national affairs.
2. Find examples in history of the disadvantages of a dictatorial form of government.
3. Make a list of local issues in your community concerning which there is more or less well-defined public opinion. Observe, during a period of several days or weeks, the part the local newspapers are playing in forming public opinion regarding these issues.
4. What part are your local newspapers playing in influencing public opinion on state-wide problems? National problems?

5. With the help of discussion with some leader in your community, trace the steps in the evolution of a public opinion in your community with regard to some local issue; some state or national issue.
6. Find examples in your local newspapers of how newspapers are interpreting public issues; of their explaining them; of their efforts toward leading public opinion.
7. Examine and criticize the various departments of a daily newspaper with regard to the part they play in influencing public opinion.
8. Attempt, perhaps with the aid of your history teacher, to estimate the importance of censorship in the world today in the formation and control of public opinion.
9. Find instances in modern history of the use of propaganda to influence public opinion in times of crisis.
10. Make a list of some of the "publics" in your community; how would their special interests be likely to influence their opinions with regard to current issues?
11. Trace the steps in the formation of public opinion in the story of the seven boys at the beginning of this chapter.

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CHAPTER XX

THE NEWSPAPER AND ITS COMMUNITY

Local Nature of the Newspaper. Despite the facts that newspapers have access to as much material as they want from almost all parts of the world, and that most of their world news is brought to them through the media of a few world-wide news-gathering organizations, a newspaper is still very much a community institution. A community may be defined as a body of persons having common interests and privileges and living in the same locality and under the same laws.

Certain outstanding publishers have set standards and made innovations that have become general practice in journalism. Bennett, Pulitzer, E. W. Scripps, and Nelson were such publishers. But if we study the specific things that leading newspapers have done in applying these standards, we find a different story in the case of each paper. There are hundreds of newspapers that are worthy of study, particularly with reference to the active part they have played in public affairs and in the development of their communities.

The fact that the newspaper's chief function lies within a restricted area — its own community — was never, perhaps, more clearly enunciated or exemplified than by William Rockhill Nelson in his statements of the policies of the *Kansas City Star*. He said, "The *Evening Star* will devote its best energies to aiding the work of building up the material and moral interests of Kansas City, and developing the great Missouri Valley, of which this is the metropolis."

On another occasion he said, "Anybody can print the news, but the *Star* tries to build things up. That is what a newspaper is for."

Two Phases of Community Service. The newspaper serves a community in two ways: it informs the community of what is

going on in the world and helps it to solve its own internal problems. Feature material written by persons outside the community can have little reference, ordinarily, to the purely local characteristics. Staff members, however, can discuss problems with direct reference to the community's interests. Since staff members, on the other hand, cannot understand the significance of national or world events as thoroughly as correspondents, a combination of the local and non-local feature material seems most desirable. Larger newspapers often have staff members in the important news centers.

Internal problems of a community are almost infinite in their variety and scope. There are political problems, questions of civic improvements, administration of public schools, labor problems, cultural activities, crime control, bond issues, slums, street and park improvements, city water supply, health and playground activities. Many cities have serious racial problems. Community problems, furthermore, are constantly shifting and changing. Public opinion concerning them is unstable. The publisher must be wide-awake and forward-looking if he is to be a true leader.

Linking the Community with the Outside World. The newspaper's function in bringing world news to its community is of great importance. Left to themselves, people tend to become self-centered, narrow, bigoted. They tend to lose their identity with the remainder of the country and their proper place in the larger life of the state and nation.

There is no other agency that keeps the community in touch with the outside world as completely or as satisfactorily as does the newspaper. The element of time prohibits radios from presenting much news and feature material of general interest. Frequently it is charged that newspapers give their readers distorted ideas of the outside world and that therefore they are harmful rather than helpful. That they distort is true to a certain extent, but this does not condemn them. They must print material their subscribers want to read. Furthermore, partial information always gives a distorted impression, but complete information cannot be given all at once. When newspaper readers demand more thorough, more complete, more significant, and less sensational information from outside their communities, the newspapers will publish it.

Community Integration. The age and stage of development of a community have a great deal to do with the nature of its community problems. This fact is important, for the United States is a young country. Even in many older communities the presence of unassimilated or partly assimilated immigrants of various nationalities creates the problem of integration.

Integration is defined in a dictionary as the process of making whole. Its significance in community life lies in the fact that the people who are brought into frequent contact with each other in their social, business, and casual activities must develop a set of standards of conduct. This is a very difficult and complicated process. It involves laws; social customs; recognition of and respect for the various vocational, religious, and cultural interests, beliefs, prejudices, of all the classes of people in the community. It involves development of conventions and attitudes peculiar to the community.

The problem of integration is equally fundamental in a new community, even when the people are all homogeneous as to race and social background. It can be solved only by the slowly accumulated experience of the people through several generations. Conditions are different in a new community. A generation of pioneering is necessary. A system of government must be established. The forces of nature must be subdued. Schools and other cultural agencies must be established and developed. Industries must be created. Upon completion of these tasks the people must turn their attention to what may be called the mere business of living.

Up to the present time a great deal of the United States has been in a pioneering stage. Now we are passing that stage. Consequently we are faced with new problems. You are familiar with the type of person who accumulates wealth and decides to retire and enjoy life — and then discovers that he does not know how to enjoy life. Retired Americans traditionally die shortly through sheer inability to find any zest in life. They have devoted the entire energies of their lives to occupational pursuits and find, too late, that it is impossible for them to make satisfactory adjustments to the life of leisure. The difficulty is that in the pioneering stage of America there was little that people could do but work; consequently strenuous work has become a sort of national ideal. Now we realize that although

strenuous work is indeed highly desirable and praiseworthy, it is not the ultimate goal of life.

This mere business of living involves the multitudinous phases of life not included in the workaday world: the matter of recreation and other leisure-time pursuits, eating, social contacts, voting, being born, gaining an education, getting married, dying.

A newspaper, recording from day to day the minute details of these types of events, commenting on them, discussing them, is inevitably brought into intimate contact with its community and is always in a conspicuous place in the community life. Under such circumstances it has an unparalleled opportunity to be a leader. It has a sort of panoramic view of the community not afforded other agencies. Being dependent on the people of the community for its existence, it must be intelligent, alert, quick to sense the spirit of the people, quick to see opportunities for leadership in constructive activities. It must be a critic of the community as well, and in this function it must have courage and tact in addition to a sense of fairness.

Community Problems and the Newspaper. Every community must solve its problems of integration as best it can. It may look to other communities for valuable guidance and suggestions; but these it must adapt to its own peculiar situation.

Whatever the problems are, the newspaper publisher must study them constantly. He must seek the advice and support of community leaders. He must know the temper of the community. He must look at all sides of public problems.

William Rockhill Nelson said: "I want you to know this; the *Star* is the only paper in the world, I suppose, without a fixed policy. It is always for the thing that is most effective and feasible. What it advocated yesterday, it feels at perfect liberty to 'kick over' today if it finds that what it advocated yesterday stands in the way of what it finds is a good thing today."

It has been said of Nelson that no situation arose in Kansas City in which he did not have an influential and usually decisive part. And his influence was practically always for betterment. The reader of the newspaper may well reflect that his own welfare is bound up with that of the community; hence he will find it profitable to scrutinize his paper and its policies

with great care, encourage what is valuable and constructive, and discourage the trivial and insincere.

Evaluating a Newspaper's Community Service. Newspapers differ considerably in the interest they take in community problems and in their ways of dealing with them. How is the average reader to know whether or not a certain newspaper is taking the proper leadership? This is not an easy problem, but there are some factors that can be made clear.

The Paper's Policies. First, what is the general character of the paper? Is it conservative, liberal, radical? Each of these types can perform certain services to the community and also can be detrimental to community development. The conservative paper may tend to give too little consideration to the welfare and rights of the masses. It may go too far in opposing changes that ought to be made. The radical paper may be a disruptive force in community life, tending to destroy without building.

Political views of the paper are important. A paper that is neutral in politics is sure to lack power and influence. One that is so devoted to the interests of one party that it can see no good in the other and no fault in its own is not sufficiently broad; it is likely to hinder some valuable community developments and to create discontent and discord. Furthermore its motives will be thrown into question and it will lose prestige.

Who Owns the Paper? The ownership of a paper is important. It is easy to see that a chain newspaper, with its policies directed by an absentee ownership that has an imperfect understanding and appreciation of the community, is likely to be less valuable than one that is home-owned and independent of financial connections with any other newspaper. On the other hand, chain newspapers may have access to worth-while material which the independent paper cannot obtain.

Quality of Features. There is great difference among newspapers in the quality of their feature material, especially in the Sunday editions. Some newspapers bring to their readers a wealth of informative and culturally valuable material.

Most newspapers contain a certain amount of both serious and trivial feature material, but the difference is in the proportion. The sensational or trivial is not necessarily to be condemned; doubtless it is read mostly by persons who would not look at serious discussions of affairs in the worlds of art, science, eco-

nomics, literature, music, public affairs. A great deal of the reading most people do is for the sake of entertainment rather than instruction. Yet the person with an active mind and an objective interest in life will find material to read that is both entertaining and instructive in the highest degree. Such a reader will be exceedingly critical and discriminating.

The amount of space the paper devotes to local news and features as compared with that devoted to material from the outside is some indication of its quality as a leader in community life. Probably a newspaper can go to excess either way. And of course much depends on the type of material the newspaper publishes, the type it "plays up" and the tone in which it is written.

The Paper's Age. The age of a newspaper is a factor worth considering but not of prime importance. Much more significant is the character of the publishers. Newspapers often change rapidly in character under changes of ownership. A paper that is outstanding for many years under the domination of an able man may change into a weak publication overnight if the ownership changes or the able man dies. Changes of an opposite kind are equally possible. A newspaper that has excellent quality or that is managed in accordance with policies meeting popular approval may become successful within a few years.

The Paper's Appearance. The appearance of a newspaper is significant. If it is prosperous looking, probably it is successful. To be powerful in community affairs a newspaper must be on a sound economic basis. Does the newspaper seem to hold to high standards in its advertising? Is there evidence of doubtful or comparatively easy ethical standards? What is the proportion of total space in the paper given to advertising? How much of the advertising is local and how much national? A newspaper that carries a great deal of local advertising probably commands the confidence of the local merchants, which is a good sign of the paper's high standing in the community.

Circulation may be little indication of the quality of material in a newspaper but the reader should be informed about it. We have seen that some newspapers having immense circulation have resorted to the most sensational methods in their editorial policies. It should be made clear here, however, that

the quality of material in a newspaper does not altogether indicate its essential character. A newspaper may be sensational in its policies with the news and features and still be a staunch and courageous and relentless fighter for the rights of the people and against corruption. And on the other hand it may have a high quality of material, conservatively presented, and still not have a wide circulation. The *New York World* was such a paper as that first described and at the same time the *New York Evening Post* under Edwin Lawrence Godkin had the characteristics of the second.

The Size of the Community. Even the largest cities are, in a sense, communities. Obviously, the size of the community has a great deal to do with the part that its newspapers play in its life. The largest cities have several newspapers, each with different characteristics, so that there may be a paper for every individual's tastes. Smaller communities have fewer papers or only one.

Of course, the larger communities have many great advantages. Newspapers there can become influential in national affairs. Their influence in their own communities reaches possibly millions of persons. They can print immense quantities of material of quality determined by the classes of people they wish to reach. They can afford to ignore certain classes if they wish, for there are still enough others to give them a huge circulation.

Smaller dailies, on the other hand, must try harder to appeal to all classes of people in their communities, with a smaller quantity of material. They must publish a great variety of material and less of each variety. However, they have fewer classes in their communities, so that the problem of attracting the interest of all is simplified somewhat. They have certain advantages over the great dailies.

The smaller newspapers flourish because they do not try to compete with the large ones but rather make an appeal the large paper cannot make, an appeal to the personal interests of the people in their respective communities. People may want the larger paper but they will also want their own community paper. Even within the large cities small newspapers flourish by concentrating within certain areas. Such papers are commonly called neighborhood newspapers, a significant term.

Country Weeklies. We hear little, in discussions of journalism, of the thousands of country weeklies scattered in villages and hamlets throughout the nation. The sphere of influence of the country weekly is small, but within that sphere there are opportunities limited only by the genius of the publisher. A newspaperman's influence is not determined as much by the size of his field as by what he does in that field. A publisher of a country weekly is more independent than any newspaperman on a large paper.

Some of the deepest satisfactions in life are found in intimate community associations. Opportunities of this kind are to be found in abundance by the country publisher. Nor is this all. Publishers of country papers can rise to positions of power and influence in community and even state and national affairs. If they have political ambitions, the publishing of a country weekly affords an admirable steppingstone for a political career.

The country paper, like a large daily, is in a position of leadership in its community. It has the same opportunity for struggling for improvements and fighting evils. Its methods are somewhat different. Journalism thrives by doing what is new and different. Many country weeklies quite possibly contain the seeds of future developments in journalism. Taken in the aggregate, it is possible that they are of greater significance, or potentially greater significance, than the great dailies.

Life in this machine age tends to grow cold and impersonal. Newspapers, especially the great dailies, reflect this tendency. Thus they lack something that goes to the roots of human nature. Leaders of thought in journalism are inclined to feel that the future of journalism lies somehow with the smaller papers; for they can reach the personal lives of the people in a way that larger papers cannot.

It is necessary that the people of a country have certain ideals and attitudes in common. Otherwise the country cannot exist. But it is also necessary that there be variations, original developments of human culture. The essential character of a race finds its truest expression in what might be called folkways. And it is in the smaller communities that these folkways develop. The country weeklies of all newspapers are closest to the deep, innate character of the race.

SUGGESTIVE EXERCISES

1. Find if you can what the circulation of your local newspaper is in your city; in the trade area around your city; in distant regions. Into what percentage of the homes of your community does your paper enter? What is the importance of the newspaper's circulation with respect to its influence in the community?
2. Check the statements of historically prominent newspaper publishers as to what they considered the functions of a newspaper. Compare their statements with Nelson's, quoted in this chapter.
3. What proportion of its space does your local newspaper devote to local matters? What proportion to affairs of the outside world? Measure the respective quantity in several issues, in the news, features, editorials.
4. Make a study similar to that in topic three of a newspaper from another city. Compare the two newspapers studied; try to estimate their relative values to their communities and to see the individual merits and defects of each.
5. Make a list of outstanding problems in your community with a view to formulating in your mind a program you think a publisher should adopt with regard to them.
6. What evidence can you find in your community that its character and institutions have been influenced in their development by newspapers — its political beliefs and preferences, cultural life and city improvements, for instance.
7. Try to obtain the opinions of well-informed persons in your community as to whether or not the local papers deal adequately with the important events, in their news from the outside world, or whether they deal too much with trivialities. In either case try to estimate the value of this material to your community. See if you can find reasons why the newspaper does not publish a higher type of material.
8. What evidence can you find in your local newspaper that it adapts its material and policies to the social, racial, and vocational characteristics of the community?
9. If possible, contact members of a community that supports a small newspaper in the circulating area of a great daily. Ask them why they subscribe for the small paper.

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CHAPTER XXI

SPECIALIZED FIELDS OF JOURNALISM

Scope of Journalism. In its broader aspects journalism includes a number of activities besides newspaper publishing. Many types of magazines are journalistic since they deal in news and editorial comment almost exclusively. Likewise some freelance writers — that is, persons who are not on the staff of any publication but who write independently and sell their copy where they can — write journalistic material.

Certain kinds of work, notably publicity and publication of periodicals for special classes of readers, are so closely related to journalism that they should be included in any study of it. They have developed into powerful forces in modern life and seem destined to become more important as time goes by.

Publications for certain classes or groups include trade journals, house organs, and the like. Their purpose is partly but not primarily publicity.

Why Study Specialized Fields of Journalism? These specialized fields of journalism affect the general public. They are important in nearly all business, the professions, and many other occupations. Many men engage in trade journalism and publicity work after gaining experience in newspaper work. Frequently such work offers higher salaries than newspaper work.

Knowledge of the principles underlying the specialized press and public-relations work is of great value to persons of many occupations. A business executive, for instance, will probably find that he must have a program of publicity. He will be in a better position to gain the best results from his public-relations program if he understands its fundamentals himself; for then he will know what to expect, how to adapt the publicity work to his general policies, and how to keep his publicity staff informed.

Another possibility for anyone with the requisite ability is

writing for the specialized press. Every occupation of importance today has its own publications, which are constantly seeking certain types of material; and the properly trained person can increase his earnings and also win recognition for himself by writing for them.

Whether or not the public is aware of the fact, publicity material influences it constantly. There is scarcely an issue of a daily paper that does not have in its news columns some material that was made available to it by some agency of publicity. Every sort of business organization, political group, and institution is clamoring for the attention, patronage, and good will of the public. The individual citizen cannot give due consideration to all of this publicity material. He must develop the judgment necessary to select the material that affects his own interests and to evaluate its sincerity and significance.

Development of Publicity. Years ago public entertainers such as managers of theaters and circuses included press agents on their staffs, whose job it was to contact the newspapers in towns where the entertainments were to be given, with a view to influencing them to publish articles about the coming attractions. The main requirements for the press agent were to understand news values and to have an attractive personality.

Various industries saw the possibility of gaining the good will of the public by the press-agent means. Thus began publicity work. Once started, it became a necessary part of the organization of all agencies whose success depends upon public support. With so many interests clamoring for the ear of the public, the institution that neglects publicity loses patronage.

With the development of publicity departments as a recognized part of business and other institutions, better technique for this kind of work developed rapidly and a fairly well-recognized standard of ethics came into existence. Publicity material was at first looked upon with suspicion and aversion by newspapermen. Now they exercise discrimination in its use.

The Function of Publicity. Newspapers are perhaps the main channel of publicity but by no means the only one. The publicity man should not expect newspapers to publish material they do not regard as legitimate news. The publicity writer is essentially, more than anything else, a reporter for the institution he represents. A newspaper reporter wants to find the stories that

he thinks the public will be interested in as news. The publicity writer offers the newspaper what he thinks is news about his institution. Both are under the same obligation to be accurate, fair, honest, and interesting.

It is the function of publicity to make the public understand and appreciate the work an institution does. The publicity writer should pay more attention to presenting facts than to arguments in favor of his institution. His duty is not confined merely to overcoming public disfavor whenever that exists. Rather he should seek to create a favorable attitude toward his institution. To do this effectively he should be an adviser to the directors of the institution with respect to its policies and personnel insofar as they affect public good will and confidence.

Publicity Material Is News. Many business institutions have possible news stories that the reporters cannot develop for lack of time and sufficient understanding of the institution. The publicity director develops such stories and offers them to the newspaper. Once in the hands of the newspaper editor, however, the story must go into the wastebasket or into the paper, depending on its value as news in the judgment of the editor. The publicity man must remember that news values are relative from day to day.

Media of Publicity. Some publicity material is of interest to a wider circle of readers than that reached by the local newspaper. The publicity director may mimeograph or print such material and mail it to other newspapers interested; or he may give it to news-gathering organizations or feature syndicates. Occasionally he may even be able to sell some material. It must be written and sent out promptly, as news is generally a highly perishable product. It should also carry a release date.

Pamphlets to be delivered direct to the public are important media for the publicity director. He has more freedom in writing material for the pamphlet than for newspapers, for he is not restricted to the requirements of newspaper style and practice. However his task of creating reader interest is even greater, for the reader knows in the case of the pamphlet that his interest and support are being solicited; hence he has an initial objection.

Magazines and trade publications are fruitful media for a great deal of publicity material. The method of writing in such

cases is little different from that of newspaper writing. Here, again, pictures are almost always necessary. Trade publications will be discussed later in this chapter.

Frequently the publicity adviser should be able to give valuable suggestions about the advertising of his institution.

Radio is an important medium of publicity. Radio stations depend upon the good will of the public and they are frequently willing to give time for announcement of events of public interest, particularly in the case of noncommercial institutions such as churches, schools, and public-service groups.

The publicity director can do a great deal of effective work within his own organization. One of his functions is to see that the organization's policies are such as to command the respect and support of the public and that the members of the organization themselves do what they can to win popular favor in their personal contacts. A spirit of loyalty, co-operation, and sincere desire for service is one of the most potent means of making friends for an organization. Person-to-person contacts are slow but effective.

Types of Publicity Material. Institutions are constantly making surveys and investigations in various fields of their work. Sometimes results of such work furnish interesting and valuable information for similar institutions and even for the general public. The business staff of a high school newspaper made the investigation of student expenditures which is given in Chapter XXVI of this book. Resulting information was of interest to other high school newspaper staffs and of value to them in their own advertising campaigns. There are innumerable types of possible investigations. There is possibility of almost infinite variety of news stories and feature material in connection with any institution.

Analysis. Improvements in methods employed in business, manufacturing, distribution of goods and services, are often intensely interesting to people generally, when told in an interesting manner. They are the essence of drama, the struggle of man against forces. How did the manufacturer manage to lower his expenses and improve the quality of his product at the same time? What scientific discoveries made his product possible and how were they made? How did the retail firm succeed in increasing its sales? New processes, new methods, new ideas, fur-

nish excellent material for the publicity man who knows how to present their dramatic and human-interest appeal to the public.

Campaigns and Projects. When an institution launches a campaign or undertakes a project, it is likely to be news. The publicity man realizes that as there are many angles to such an undertaking, he may be able to produce many stories about it. Reasons for the campaign, how it is planned, what it hopes to achieve, persons in charge, its significance to the public, various matters of human interest in connection with it — all these are possible publicity material. Progress of the campaign from day to day is frequently a means of continuing news interest.

Routine Events. Meetings of boards of directors, annual observances, and other events that come in the everyday life of an institution frequently are news. Even if the event is worth only a small story in the papers, it is valuable. Frequent stories, even though they are small, are valuable means of keeping an institution in the public consciousness. Such events must be covered promptly.

Unexpected Events. This type of event is frequently a disaster of some kind, such as a fire or accident. Efforts to suppress the facts probably will not prevent the newspaper from publishing the story. An adroit publicity man may turn a disastrous event to advantage. A railroad company a few years ago published a pamphlet with the cover worded somewhat as follows: "Why the — train was late on —" with the date. A late train is not ordinarily good publicity; but in this instance the pamphlet went on to explain that the lateness was due to extraordinary precautions to protect the lives of passengers under dangerous traveling conditions.

Interviews. Some men keep their firms before the public by giving out interviews when occasion provides the opportunity. Heads of institutions are frequently in a position to give expert opinions or judgments with regard to matters of interest to the public, such as business or economic conditions. Again a businessman who makes a trip may be able to give an interesting interview when he returns. Or a prominent businessman who is visiting the city in connection with a local firm may have a good interview which affords favorable publicity for that firm. In such cases the publicity man's duty is to see that the news-

papers know about the possible interview so that they can send a reporter if they wish. He should be ready to write the interview himself if the reporters are too busy.

Feature Material. There are many occasions for feature material in an institution's publicity campaign. Noncommercial organizations such as schools and universities and charitable and character-building institutions have a wealth of human-interest material. Statistical material frequently is available. Special occasions give rise to interest in the history, accomplishments, and prospective future of institutions. The publicity director frequently can plan ahead for such occasions.

Trade Publications. There is hardly an occupation that does not have its own publication. Barbers, plumbers, policemen, doctors, farmers, beauticians, teachers, all have journals devoted to problems and news in their respective fields. There are literally hundreds of trade publications in the United States.

These publications are seldom interested in theoretical material and advice. They do not ordinarily try to tell their subscribers how to manage their affairs. Rather, they are interested in specific cases of unusual success and *how* they were achieved. As a result, a significant type of story exists — the "how" story. Glance through several copies of trade journals and you will easily find this type of article.

Undoubtedly trade journals are influential in building up a sense of unity and solidarity among the various occupational groups. For this reason they have significance as a social force. Trade journals command high advertising rates. Although their circulations as a rule are small, they reach a select group of readers. Their value as advertising media, however, is mostly restricted to the materials involved in the occupations to which they are devoted.

Some journals, devoted to highly organized professions, contain highly technical material. Writing for trade journals is frequently a profitable activity for anyone with the proper training.

House Organs. A house organ is a publication produced by such institutions as business firms and social and fraternal organizations, to reach their employees, associates, patrons, and friends. In some respects it is similar to a trade publication. Some house organs are printed irregularly; ordinarily they do

not have a subscription list but instead are given out to interested individuals.

Free-Lance Writing. Many newspapermen make journalism a steppingstone to independent professional writing. Newspaper work trains a person in skill and quickness of composition and in concrete, forceful writing. It also has disadvantages, chief among which is the danger of forming habits of carelessness of style and of superficiality. The atmosphere of newspaper work is immensely valuable for a person who aspires to become a writer, for it brings him into quick, intimate contact with almost every conceivable phase of life.

Talented newspapermen frequently develop into free-lance writers in many different fields: magazine writers; specialists in politics, business, finance; literary, art, and music criticism; short-story, poetry, and novel writing.

SUGGESTIVE EXERCISES

1. Find examples in your local newspaper of material contributed as publicity.
2. Examine several copies of a trade magazine; how does it differ from a newspaper in make-up and in the character of its material?
3. Investigate the possibilities of writing feature material for publications devoted to an occupation in which you are interested as your possible vocation.
4. Investigate some of the outstanding achievements of publicity in a particular field, such as the moving-picture industry, automobiles, railroads, some local business firm.
5. One way to recognize publicity material in a newspaper is by its use of trade names in matter published as news or feature material. Try to find trade names in such material of a daily newspaper and the reason why the material was published. Are the trade names used in this material prominent also in the newspaper's advertising? What is the significance of this question?
6. If possible, arrange for a publicity man to give a talk to the class and be questioned by the students.
7. Ask a member of the editorial staff of your local paper to explain under what circumstances he is willing to publish obvious publicity material; trade names.
8. Find what you can about the value of newspaper work as a steppingstone to a career as a free-lance writer.

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PART V

School Publications

CHAPTER XXII

THE SCHOOL AND ITS NEWSPAPER

History. School newspapers have had an amazing growth during the present century. For many years high schools and junior colleges have been publishing magazines and yearbooks. Once the idea of publishing newspapers originated, it spread rapidly. Now there are thousands of school papers in the United States.

The quality of these newspapers has improved immensely. The amateurish, semi-literary paper of other days, with its stilted make-up and clumsy headlines, has been replaced by a bright-looking newspaper of, at best, almost professional appearance and content. Probably student papers came into existence partly as a result of the increasing importance of journalism in American life and the increasing consciousness of it in the public mind, and partly because the prospect of writing for print is alluring to students.

The high school journalism class was partly a result of the effort of English teachers to make composition more interesting; and it came to be regarded as a class in composition.

Generally, school papers came into existence before courses in journalism were offered. Journalism came into the curriculum as many other courses have done, by starting as an extra-curricular activity. Journalism courses and school newspapers are closely bound together, although many schools have newspapers without any class in journalism.

Possible Values. What are the values you can gain from journalistic study and work? First, you can gain an understanding of newspapers and such an attitude toward them that you will know best how to use them profitably.

Second, you can develop a keener sense of events and their significance.

Third, you can become more understanding, sympathetic, and poised in your dealings with others.

Fourth, you can become more observing, accurate, and dis-

criminating in dealing with facts, opinions, rumors, and the like.

Fifth, you can develop your powers of communication with other persons, both in speaking and in writing.

The importance of your intelligent use of newspapers has been discussed. With regard to the second value, any journalist must be acutely conscious of events as a regular habit of mind. Third, in your journalistic work you must have harmonious relations with the other staff members and outsiders with whom you have contact, such as news sources and advertisers. In all relations you must appreciate and respect the rights of others. It is equally important and not so well recognized that you must know your own rights and be ready always to struggle for them tenaciously. This requires a fine sense of discrimination and judgment. Fourth, newspaper material must be accurate as to fact. The reporter learns that he cannot trust hearsay and rumor. He learns that he must verify what he is told. He comes to look at events objectively and critically. Fifth, journalistic work is largely gathering information, involving exercise of one's oral powers, and writing clearly, correctly, and entertainingly.

One of the great needs in American life is education in human relationships. Let us consider here one phase of the subject — the relations of the school newspaper to the school.

Make the Paper Serve the School. A newspaper's primary function is to work for the good of its community. The school paper's community is the school and possibly the parents of all the students. Your school paper could well take as its fundamental aim, quoting William Rockhill Nelson, "the building up of the material and moral interests" of the school. This aim should not be conceived in any narrow sense; it is not necessary to suppress or distort any important news. An educational institution is one of the most important places in a community and it is brimming over with human interest. Not only students but adults in the community are interested in what happens there.

The school paper should be a publication of, by, and for the students. Staff members encounter difficult problems so that the help of an adviser is indispensable. But the paper should be managed by the students as far as they are capable of managing it.

The Head of the Institution. This executive is an important figure in the affairs of the school newspaper. He is the source of much important news. He has a great deal to do with the support the paper receives from the patrons. He is held responsible for the proper conduct of the school newspaper. It is he who has to co-ordinate all the elements of the school so that there will be harmony, co-operation, and good will. Obviously the head of the school and the newspaper have much in common; their interests are the same, for both are working for the welfare of the school.

Faculty-Staff Co-operation. The faculty is of prime importance to the school newspaper. It is an important source of news and feature material. Most teachers are willing to help staff members in gathering the news and most of them will support the school paper heartily. Faculty members have an enormous influence in determining the degree of each student's success and happiness in school life. Staff members of the school paper are in a better position than anyone else to create harmony between faculty and students. Daily the student reporter meets teachers besides those in his own classroom and thus gains a better understanding and appreciation of the teachers' problems. Many staff members other than reporters come into contact with most of the copy that is turned in. Thus they soon become well-informed regarding all phases and activities of school life.

There is another reason why student journalists have the opportunity to contribute to the harmonious atmosphere of the school. They are looking at events objectively; that is, they are not thinking altogether of themselves and their personal affairs in connection with events, but rather they are thinking of them with respect to their news value. This gives them the chance to view events impersonally and in their right relation to each other.

This privilege carries with it the responsibility of making the paper a decisive, positive factor for the betterment of the school. Staff members are important cogs in the school machinery.

The Student Body. What are the factors that make students take keen interest in their newspaper? First, of course, it must be full of lively, timely news, of bright features, of timely and well-considered editorials on subjects that concern the stu-

dents. It is possible for any school to have such a paper provided a faculty member has enthusiasm and time to devote to supervision.

Second, students must be made to realize that the paper is actually their own. Positions on the staff should be open for tryout to all students at all times. No student should be excluded from making the attempt to join the fraternity of young journalists.

The student newspaper interprets its community, the school, to the members thereof. A student may be a football player and active in student government; but he may be hardly conscious of the fine talent developed in the dramatics department or of the artistic playing of the school orchestra. Other students are similarly lacking in appreciation. It is the function of the newspaper to make those individuals understand and appreciate each other better so that they will work together more effectively and enjoyably, accomplish more, and bring more honor and glory to the school, more satisfaction to their own work and efficiency to their preparation for adult life.

The Paper Represents the School. A school newspaper should carefully avoid giving the impression that it is a faction of the school. It should be discreet, should seek the welfare of the school, should keep in mind that to create good feeling is better than to forestall or overcome bad.

A school paper has an advantage over a professional paper, for it is closer to its community. The staff is in a position of honor and trust not to be regarded lightly. The school paper should seek as far as possible to give expression in its pages to all the talent in the student body. For instance, there are creative writers of outstanding talent in many schools. The best of whatever they write might well be printed in the school paper. Art students can frequently find expression in the school paper. If they have ability in carving linoleum blocks or similar media, they can make a valuable contribution; for good cartoons on timely subjects always add to the quality of a newspaper. There may be times when the editor will want to invite some faculty member to contribute an article.

School Patrons. Probably the adult citizens of the community take more interest in the school paper than the staff members realize. This fact should give staff members a better apprecia-

tion of their responsibilities and importance. Businessmen who advertise in the school paper and parents of students are the ones most interested.

The staff should make deliberate efforts to induce students to take their newspapers home. To have more parents reading the paper means more service to the school; it enhances greatly the prestige and influence of the paper. Also if advertisers can be convinced that the school paper goes into the homes of students and is read there, they will place a higher valuation on the paper as an advertising medium.

Exchanges. Every school that publishes a newspaper should have an exchange list. No matter how difficult it is to be successful financially, a few cents each week will in the long run bring rich dividends, both for the value the newspaper gains from the papers of other schools and from the prestige it establishes by spreading its name abroad. Especially for the new and inexperienced staff are the exchanges of great value in furnishing ideas in practically all problems of publishing a paper.

The fact that the paper is circulating in all parts of the country should be given due consideration by the staff in its editorial policies. Let the staff keep in mind the importance of the impression the paper will make on distant readers.

A Clipping Bureau. Since students in the journalism class will naturally be studying professional newspapers a great deal it is easy to carry on an activity that will make this study more objective and more interesting and at the same time render a valuable service to the school. There is almost an unlimited amount of material in newspapers that the various departments of the school can use in their class work. For instance, history classes will be interested in news and feature material dealing with events of world importance. Home-economics classes find menus, patterns, and illustrations of styles valuable. Some newspapers publish departments in foreign languages which are helpful to classes in the foreign-language department. Many clubs can use various feature material.

It should be possible to obtain from your public library copies of newspapers which the library is ready to discard but which are not too old for classroom use.

Equipment for operating the clipping bureau includes a box or shelf in which to keep the papers; pair of scissors or ruler;

paste, and a blank form to be pasted to each clipping. Following is a suggested form: —

BLANK HIGH SCHOOL CLIPPING BUREAU

(Operated by Journalism Department)

This Clipping for _____
(Dept. or Teacher)

Clipped from _____
(Name of Newspaper)

(Date of Newspaper)

By _____
(Name of Student)

Date Clipped _____

Any School Can Publish a Paper. Fortunately it is possible for any school regardless of its size to have a newspaper. If it cannot afford the expense of printing, it can produce a mimeographed paper. The mimeographed paper is just as much a newspaper as any other. The fundamentals of journalism — gathering and writing news, features, and editorials and publishing them; selling advertising and building circulation — are involved in producing a mimeographed paper just as certainly as in producing the printed paper. The mimeographed paper has, indeed, certain advantages over the printed paper. Where the circulation is small the expense is less.

Many schools of enrollment less than one hundred and some with enrollment as low as twenty-five pupils produce creditable mimeographed newspapers. If the school does not have a mimeograph machine it would be possible for the prospective newspaper to purchase one. It can soon earn enough money to pay for the machine.

Starting with Untrained Staff. Assuming that the school is starting a newspaper, the question arises, how soon can the first issue be produced? Both advertising and subscription campaigns should be carried through successfully before the first issue. Probably 80 per cent of the advertising should be secured before definite date is set for its publication. Likewise two thirds of the anticipated number of subscriptions should be secured.

With no trained students as a nucleus, it is probably best to defer organization of a permanent staff for several months. The adviser might appoint a committee of half a dozen or more outstanding students to take charge of all problems, business and editorial alike, connected with the first few issues. Gradually each student will find the work for which he is best fitted. However each student should be encouraged to do a certain amount of every kind of work. The more able students will be successful at most of the different kinds of work and will thereby fit themselves for the positions of main responsibility. Varied experience should be a prerequisite for promotion to head positions on the staff.

Criticism Is Helpful. The staff should invite constructive criticism at all times. It should realize that many persons can make valuable suggestions. Furthermore the staff should look forward to the future welfare of the paper and make provision therefor by seeking recruits among the younger students. It should realize that young and inexperienced students can render valuable service. Such students frequently are as capable reporters or advertising solicitors as the older students; and the experience they gain is of enormous value to them later. Properly handled, the standard of a school paper can be raised higher and higher, apparently indefinitely, by a constructive program looking to the future.

SUGGESTIVE EXERCISES

- ✓ 1. Make up a list of suggestions for your school newspaper to use in developing and stimulating school loyalty.
- ✓ 2. Write an essay or editorial giving recognition to some recent worthy achievement of your school.
3. Discuss: What good or evil would result from your paper's publishing an editorial scolding a few thoughtless students for unsportsmanlike conduct at a football game? How would such an editorial affect the students involved? The student body? School patrons? Readers of the paper in other communities?
- ✓ 4. Ask your principal what he thinks the paper can do to promote the welfare of the school. Ask him for specific suggestions in regard to the news, feature, and editorial departments and for specific problems facing the school which the paper can help solve.
5. Let the staff divide the news sources of the school into sections

or runs and assign each run to a reporter. After two or three days let each reporter bring in a half-dozen suggestions as to how the school paper can promote the welfare of the school in connection with this run.

6. Make a study of conditions to determine whether your paper should be printed or mimeographed. Estimate comparative costs and amount of material that could be published in each case. Consider all other factors that you think are important.
7. Find from your exchanges a half-dozen ideas for improving the service of your paper to the school.
8. Make a survey of the faculty of your school, asking each teacher to answer the following questions: What do you believe is the best characteristic of the school paper? In what ways do you think it could be improved? What feature do you dislike most? Why?
9. Examine several copies of the exchanges and compare your various impressions of the schools from which they come.
10. Make a list of the departments of your school, then try to find in copies of daily newspapers at least a half-dozen articles that would be of interest to the classes in each department.
11. Each member of the staff may write a letter to the newspaper staff in another school asking for information as to how the staff solves its business and editorial problems. Questions should be specific, preferably in outline form.
12. Ask the opinions of your principal regarding the ways in which ✓ the school paper can interpret the school to the community.
13. Ask the fathers or mothers of three different students to ✓ discuss the kind of material they would like to read in the school paper.
14. Write to the faculty advisers of school newspapers in cities other than your own asking them to give you information on the problem of finding time to carry on their extracurricular work.
15. Let the staff organize a definite campaign to enlist the interest of younger students in work on the school paper.

REFERENCES

HARRINGTON. *Writing for Print*. Pp. 216-36.

OTTO. *Journalism for High Schools*. Ch. 1.

OTTO AND MARYE. *Journalism for High Schools*. Ch. 10.

CHAPTER XXIII

STAFF ORGANIZATION OF THE NEWSPAPER

Purpose of Careful Organization. Success of the school newspaper depends on the personnel and organization of the staff. Personnel is the more important. Newspapers differ considerably in their staff organizations. Some school papers prefer a small staff, others a large one. Some try various systems of rotating staff positions; others have two or more staffs.

Whatever the organization is, its fundamental purpose is to divide the work into logical divisions and to fix responsibility for every detail.

Small Staff versus Large Staff. A small organization is easier to handle than a large one. It makes for greater efficiency in getting work done and fixing responsibility. It means more work and more kinds of work for each staff member. Nevertheless, a large staff is preferable.

What is meant by a large staff is relative, of course, to the size of the school. Advantages of a large staff are: (1) It distributes the heavy burdens among many students. (2) It provides opportunity for more students to have the valuable experience of working as members of a large group. (3) It is more representative of the whole school, hence increases the prestige and influence of the paper. (4) It makes for greater permanency of the staff organization, since it will logically include a number of younger students who will continue on the staff for a longer period. Accumulated experience of these staff members is one of the most valuable assets the school newspaper can have.

Main Staff Positions. The staff organization that seems most desirable is made up of two groups or staffs, editorial and business. Heads of these two groups are the editor, managing editor, or editor in chief for the editorial staff, and the business manager for the business staff. It is necessary to have someone at the head of the entire organization. Consequently, some school newspapers have a student publisher to co-ordinate the business

and editorial departments. He must be familiar with the problems of both, but he leaves the details to other staff members. He is in absolute authority in all matters and is responsible only to the faculty adviser.

Editorial Staff. There is no rigidly standardized organization of newspaper staffs; titles vary in meaning. Nevertheless the organization described in the following paragraphs may be taken as typical.

Editor and Publisher. Head of both the editorial and the business staff; in addition to his duties mentioned above, he must maintain close contacts with the faculty adviser, school executives, student-body officers, and other directors of school affairs so as to be better able to shape the editorial policies of the paper. He is the *architect* of the paper, in comparison with the

Managing Editor, who is the *engineer*; executive head of the editorial staff; does little detail work, but is concerned mostly with policies, plans for developments; supervises the work of the staff; next in rank to the editor and publisher, equal in rank to the business manager.

Associate Editor. Adviser to managing editor and publisher; responsible for providing editorials.

News Editor. In charge of all news coverage; executive in charge of reporters; has charge of all runs and special news assignments.

Copy-Desk Editor. Edits all general news copy; corrects reporters' errors, writes headlines; decides play each story receives; should have a number of assistants.

Feature Editor. Responsible for all material on feature page except the editorials; should have staff of assistants; obtains contributions from as many students as possible; constantly searching for new material and ideas.

Sports Editors. Nominally under the news editor, they practically have complete freedom in covering all sports news; should be at least one boys' and one girls' sports editor.

Exchange Editor. Clips or rewrites interesting items from other school papers to be published in exchange column; takes charge of mailing exchanges unless this work is done by circulation manager; examines exchanges to find ideas for other staff members; files papers received from other schools as exchanges; constantly seeks to enlarge and vary exchange lists.

Alumni Editor. Nominally under supervision of news editor, actually has charge of allotted space for alumni news; should have assisting staff of reporters to gather alumni news.

Art Editor. Responsible for furnishing cartoons and other illustrations, all of which should be produced by students in the school.

Business Staff. The business manager's responsibility is to see that the paper is financially successful. He has charge of the keeping of accounts, collecting of money from advertising or other sources, paying all bills. His staff will be subdivided into an office staff to keep accounts; collectors; advertising staff members, and a circulation staff in schools that do not have a compulsory activity ticket fee to cover subscriptions. The circulation manager is an important individual and he and his staff must be alert to make a success of the paper's subscription campaigns.

The advertising manager has one of the most difficult and inspiring jobs on the staff. Whether or not he contacts businessmen himself he must have an enthusiastic staff to insure the financial success of the paper. He must see that all advertisements are in the print shop on time. This is sometimes difficult; for many businessmen tend to be careless in their dealings with the school paper. He must be able to write advertising layouts. He must train new staff members to write and solicit advertisements.

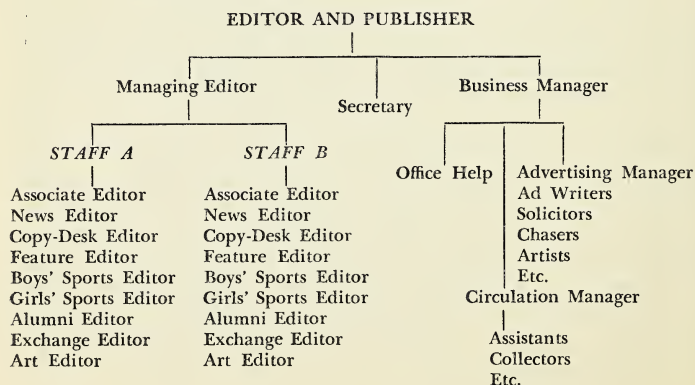
Filling Staff Positions. Three methods of filling staff positions have been used with varying success: (1) Election by student body. Probably few secondary schools still use this antiquated and unsatisfactory method. It does not insure the paper of having capable staff members, for the student body is likely to elect students because of their popularity rather than their ability. (2) A better method is to have the staff members appointed by the faculty adviser or a faculty committee. This will insure that efficient students are placed in the most important positions. The faculty adviser is better qualified than anyone else to judge impartially the qualities of the various students. (3) Some school newspaper staffs use a promotion system. This practice has much to recommend it, but it still does not eliminate the problem of appointments, merely shifting it to the lower staff positions.

Probably the combination of faculty appointments and promotion is as good as any. Many college and university staffs use the third method. By this plan, positions at the bottom of the staff are filled by appointments made by the staff heads. When vacancies occur they are filled by promotions. The editor, managing editor, and business-staff heads are chosen by staff vote, each from among two or three persons immediately below the staff in rank. Generally the best plan for high schools is appointment by the faculty adviser, who, if necessary, consults with staff heads before making important decisions.

The Journalism Class. If the school has a class or several classes in journalism, probably most staff members will be selected from students who are taking the course. It is inadvisable that the staff be restricted to journalism students; it ought to be open to all. Properly organized, the school paper will have a large number of subordinate staff positions, where all aspiring journalists must make their start.

All staff members should have a great deal of experience in reporting. Extensive experience in reporting is the one essential foundation for all work in the editorial department.

The Double-Staff Plan. To provide staff members with varied experience and to establish a degree of permanency, the following plan is suggested. Note that there are two editors for each position under that of managing editor. Staff A and Staff B are of equal rank.



The managing editor and publisher will be in full charge at all times but occasionally they will place the responsibility for one issue at one time on Staff A, at another on Staff B. When Staff A is in charge, Associate Editor A carries the responsibility and each Staff B member is assistant to the corresponding Staff A member. When B is in charge, the situation is reversed. At other times they divide their work in any manner satisfactory to themselves and their superiors.

Now let us analyze the procedures under these plans. For the first issue of the paper, the editor and publisher takes personal charge of both the editorial and the business activities. Editorial staff members are divided into two groups, dividing their work in any satisfactory manner.

Let us assume that for the second issue Staff A takes direct charge, with the associate editor directing. The editor and publisher and the managing editor leave all details and responsibility as far as possible to Associate Editor A. Meanwhile they study general problems of the conduct of the paper and plan the next issue, when they will again be in direct charge. For the fourth issue, Associate Editor B will be in full charge, with Staff A members as assistants to Staff B members.

At the end of the semester the editor and publisher and the managing editor will both retire and their successors will be selected from among the four or six most responsible staff members. Other editorial staff members will be appointed to the vacancies thus created, and a few assistant editors and reporters will be made staff members.

At least some of the staff members under the associate editors must be juniors, for one of them will presumably become editor and publisher eventually and another managing editor.

All of the eighteen editors on the A and B staffs will probably have assistants. The associate editors, for example, will usually not write all the editorials. Any student in the school should be eligible to write them and only the best should be published.

In a school of 1500 students probably there should be 30 to 100 reporters. Each will be assigned to a run and the runs should vary considerably in importance. Beginning reporters are given runs of least importance, and as they prove their worth they are promoted to more important runs as vacancies occur. From

here they may be promoted to editorial staff positions. Although feature writers may be promoted to feature editorship, it is usually inadvisable to give anyone this position who has not had considerable experience as a reporter.

Although some school newspapers change staffs only once a year, the change each semester gives more students an opportunity to have varied staff experience.

Staff Meetings. There should be regular meetings of the various staff groups for discussion of the numerous problems that are constantly arising. These groups are the editorial staff; advertising staff; reporters; and smaller groups such as the feature, sports, alumni writers, and reporters. All staff members should be required to attend. One problem likely to arise here is in connection with the student who is taking part in activities that conflict with staff meetings. Whenever this occurs, he should give up one activity. Strict record should be kept of attendance at staff meetings and anyone absent more than once a semester should be dismissed unless he can show that it was impossible for him to attend. The school newspaper cannot afford to have staff members whose interests are divided and it cannot have staff members who are failing in their class work.

Probably each staff group should meet as often as the paper is published unless this is oftener than once a week. Every issue presents its own problems. The entire staff of a large school newspaper need not meet in one body more than once a month. The news editors should preside at reporters' meetings. The associate editors, managing editor, and the editor and publisher should occasionally attend meetings of the various groups. In case of emergency every staff member should be willing to sacrifice personal interests to attend a special meeting.

What to Do at Staff Meetings. Necessity for regular staff meetings should be made clear and it is important that each member have part in each meeting.

Editorial Staff Meetings. This group includes the twenty editors, together with their assistants. Other staff members may attend if they wish and will find it to their interest to do so occasionally.

The staff should have a general discussion of the last issue, with every individual making comments. Difficulties should be

analyzed; responsibility for faults should be determined. Outstanding excellences of the paper should be commented on.

Questions of editorial policies should be discussed. Staff members should have suggestions regarding phases of school life deserving or requiring editorial treatment. Attitudes of the school paper toward school issues should be determined after discussion, but the final decision in all but the gravest matters should be left to the editor and publisher.

Each staff member should give a brief, concise report on his plans for the coming issue. It should be specific. For instance, the feature editor should tell how much material he has on hand, what the quality of it is; he might mention particular articles of special merit or read some of them if time permits. The news editor should state how many stories are assigned for the issue and how the reporters are responding.

The staff should discuss possible lead stories for the coming edition. It is extremely important to determine early in the week what the lead stories are likely to be.

Occasionally the editorial staff should have a visiting speaker. Interested faculty members, city newspapermen, advertising men, and other professional men and women may discuss various phases of journalism, both from the newspaperman's and the layman's point of view. A competent lawyer can furnish excellent information to the staff on the problems of libel.

The faculty adviser will comment on the progress the staff is making. He should not usually speak more than a few minutes but should always know of at least one outstanding piece of work to commend.

Reporters' Meetings. All reporters should be gladly welcomed at staff meetings; but they also need to have meetings of their own.

Each reporter should tell how many stories he has produced during the week, give an account of some of his experiences, and bring at least one tip. The news editors should generously praise reporters who have done exceptionally good work. They should have many suggestions and ideas as to where stories might be found. Reporters should be encouraged to look for stories both on their runs and elsewhere. At each meeting certain runs should be singled out for general discussion. Reporters should be taught the value of studying exchanges for

ideas for stories. Constant stress should be placed on originality and freshness both in the discovery of news and in its treatment.

Changes in the reportorial staff, especially promotions, should be announced. The faculty adviser will attend many reporters' meetings and should make helpful comments. However he should absent himself occasionally so that the staff members will be left on their own responsibility.

Advertising Staff Meetings. No other department of the newspaper has more urgent business than the advertising staff. It must deal not with fellow students and teachers but with businessmen on their own terms. Always the problem is to find more business: to keep present advertisers interested and to find new clients.

Each member of the staff should give a report each week of his experiences. He should tell in detail every outstanding experience he has had in his contacts with businessmen, whether or not the outcome was favorable. Every staff member's experiences can be valuable to the others.

The faculty adviser will give helpful suggestions. Frequently there are campaigns to be planned such as those for Christmas, Easter, and commencement. These must be thoroughly planned far in advance and they will probably continue for several weeks. The business district must be mapped and regions assigned to individual staff members. Advertisements must be written and sales talks planned and discussed in staff meetings. New members must be taught the fundamentals of the work.

Feature Staff Meetings. Problems of the feature editors and their associates are to find new and original ideas and material for their page and to find ways of attracting the interest of student writers and prospective writers.

All student writings are possible material for the feature page, provided only that they are interesting. They may be serious or humorous — poetry, short stories, essays, miscellany. Such material may often be obtained from English teachers and other teachers whose students write. Members of the feature staff can frequently make English teachers more conscious of this opportunity.

Feature writers sometimes find themselves lacking in inspiration. For instance, it is easy and fascinating to start a colyum; but after the first two or three issues ideas become

alarmingly scarce. Discussion at staff meetings will often stimulate the lethargic imagination into renewed activity. Exchange of ideas is to the imagination the most powerful of stimulants. What each person says stirs the minds of all the others; and with each person making a contribution to the discussion the whole group may become inspired.

General Staff Meetings. Probably once a month the whole staff should have a meeting, with an address by a prominent citizen as the main part of the program.

There should be a brief report by the editor on general matters of policy, suggestions for the coming month, perhaps comments on achievements of the staff during the past month; these may be praise, adverse criticism, or both. There should always be a certain amount of praise, no matter how much adverse comment the editor must make. He should mention some of the outstanding individual achievements of the month: who sold the most advertising, who wrote the best story or feature, which reporter has accumulated the longest "string." (The "string" means the number of column inches of material written by a reporter and published.)

Near the end of the semester the faculty adviser may have announcements of staff positions for the next semester; he also should, when possible, make other important announcements at this time, such as of honors won by individual staff members or by the paper. The business manager should have a complete financial report. The advertising manager should give a summarized statement of the amount and value of advertising carried during the month, total number of column inches or agate lines sold, and the total accumulated amount of advertising contracted for during the year.

If the paper has to maintain its own circulation the circulation manager should give a report of the average number of subscribers during the month, together with whatever discussion of the general situation with regard to circulation seems important or appropriate. Other staff members may give brief reports.

Keeping Records. A certain amount of clerical work is involved in the activities of the editorial staff. Every staff member should keep clippings of his contributions to the paper. One staff member, perhaps an assistant to the news editor, should

make a chart showing the number of articles and the total column inches of material contributed by every person on the staff, each issue. The inches should be added immediately after each issue, written on the chart, and posted in a conspicuous place in the journalism room. A convenient form for this chart is as follows: —

STRING CHART

		Dates of Issue																	
		(Upper figures show number of stories; lower figures show number of column inches)																	
NAME	Rm	9-22	9-29	10-5	10-12	10-19	10-26	11-2	11-9	11-16	11-23	11-30	12-7	12-14	12-21	1-12	Semester Totals		
Adams	For. Lang. Dept.	1/3	2/7	0/0	4/12	5/14	2/10	3/18	4/13	1/8	0/0	3/9	6/24	4/12	3/3	5/19	43/152		
Baker	Math. Dept.	1/1	2/3	0/0	0/4	1/8	3/6	2/10	5/14	3/7	2/3	2/7	3/12	0/0	1/2	2/4	27/74		
Brown	Principal's Office	6/18	6/27	4/9	5/18	2/9	7/35	12/12	3/18	5/23	12/62	8/40	3/39	7/22	3/31	6/41	85/404		
Dietrich	Girls' Sports	1/1	0/3	1/2	1/3	2/3	0/0	0/0	2/4	2/9	3/3	1/6	2/6	0/0	4/12	4/12	19/49		
Jones	Clubs	5/5	12/12	4/4	7/7	12/12	8/8	20/20	22/22	9/9	14/14	18/18	19/19	24/24	12/12	21/21	207/207		
Kelley	Hi-Y, Y.M.C.A.	0/0	0/0	0/0	0/0	1/2	0/0	6/6	0/7	2/2	1/1	1/1	2/2	0/0	3/3	4/4	16/40		
Smith, K.	Boys' Offices	2/3	2/3	4/7	1/3	2/5	4/10	1/1	2/7	1/3	4/5	12/12	3/4	1/2	0/0	2/2	29/69		
Smith, W.	English Dept.	4/9	5/17	6/28	0/0	0/0	2/7	8/14	7/30	7/43	7/28	6/19	4/15	3/30	4/40	7/29	66/310		
White	Sports - Football	2/4	1/4	1/3	1/5	1/6	3/10	3/12	1/1	0/0	1/1	0/0	4/8	5/20	2/11	3/12	29/97		

Presumably there will be a great many more names on the chart than on this sample. Such a chart is a stimulus to better work and keener competition. Charts showing attendance at staff meetings should be posted.

Earning the Staff Position. Any student who wants to be on the staff of the newspaper should promptly be given a chance to show his abilities. There are several avenues of approach. If he is interested in the editorial department, give him an assignment for reporting or a run if one is available or can be created for him. Also give him suggestions for writing feature material. Do not expect him to turn in finished work; but if he has initiative and real interest he will do the work assigned. To have his name in the masthead as a reporter, the aspiring staff member should be required to have had a substantial amount of his writings published.

SUGGESTIVE EXERCISES

1. Summarize the advantages and disadvantages of the various methods of filling staff positions.
2. Make a study of the staff organization of a school newspaper other than your own and compare it with that of your own paper with a view to finding how yours can be improved.

3. Make as full a list as you can of what should be done and what topics should be discussed at editorial staff meetings; reporters' meetings; feature staff meetings; business staff meetings; advertising staff meetings.
4. Make a list of names of persons in your school and community who you think would be worth-while speakers for staff meetings.
5. Compose a list of topics suitable as subjects for addresses or talks by outside speakers at staff meetings.
6. Make a place in your scrapbook for clippings of all material you have written that is published in the school paper or other papers; include dates of publication in each case.

REFERENCES

- BORAH. *News Writing*. Ch. 9.
HOFFMAN. *See, Know and Tell — Well*. Ch. 39.
HUFF. *How to Publish a School Paper*. Ch. 7.
HYDE. *Journalistic Writing*. Part I, Chs. 1, 6; pp. 335-46.
OTTO. *Journalism for High Schools*. Ch. 13.
OTTO AND MARYE. *Journalism for High Schools*. Ch. 11.

CHAPTER XXIV

HOW THE STAFF FUNCTIONS

Complexity of the Staff. With twenty or more students on the editorial staff, twenty or more on the business staff, a group of feature writers, and at least twenty reporters, it is easy to see that the functioning of the school newspaper staff is complicated. Each member must know his duties and perform them faithfully. Carelessness and forgetfulness cannot be tolerated. When a staff member has to be absent he should notify the editor or adviser. All staff members must be ready to take over extra duties whenever necessary. Again, each staff member can spend only a limited amount of his time each day on his newspaper work, for he must always maintain satisfactory scholastic standing.

Natural likes and dislikes will appear among staff members which the adviser has to consider when he makes staff appointments. Nevertheless staff members will have to learn to work harmoniously together; that is a fundamentally important part of their training.

Editorial Staff Secretary. The staff should include a trained secretary, who should be an advanced commercial student. He should keep minutes and attendance records of all meetings and should have charge of the staff files.

Staff Members' Directory. There should be a directory, preferably on file cards, of all staff members. Following is a sample form: —

Lincoln Hi Times — STAFF DIRECTORY — First Semester, 1938-1939

Name: Doe, John

Position: Editor and Pub.

Year in School: Senior

Home Address: 1712 N. 16th St.

Phone: BE-1973

Work outside of school: Smith Furniture 5-6 P.M. & Saturdays

DAILY SCHEDULE

<i>Period</i>	<i>Class</i>	<i>Room</i>	<i>Instructor</i>
Home Room —		235	Smith
1.	H8	127	Brown
2.	S6	218	Roberts
3.	E11	235	Smith
4.	Study	235	Smith
5. (T.Th.)	PE12	Gym	Klein
5. (M.W.F.)	Study	235	Smith
6.	M13	312	Fry

Flow of Work. The staff will have to have a definite understanding with the printer in the matter of dead lines. If the paper is a weekly, printed in the school print shop, probably the printers will need to work on it every day. This means that the printer is ready Friday morning for copy for the next week's issue. The staff should have at least one fifth of all copy ready at that time. Probably a small amount of copy may go to the printer as late as the day of publication. However, 85 per cent of it must be earlier than that. One of the secrets of publishing a superior paper is in having work done *on time*, which means *as soon as it can possibly be done*.

The staff should think of newspaper production as a matter of continuous flow of work, managed in such a way that a proportionate part of the work flows into the shop each day from the time of the previous issue. This means that the staff must start working on each weekly issue considerably more than a week before it is to be published.

This flow of work starts when the feature editor and his staff begin writing and collecting their material, the news editors begin making assignments, and the associate editors start finding topics for editorials. Other staff members also have certain work to do more than a week before the date of issue.

The Editor and Publisher. The editor's duties are to coordinate the business and editorial departments, to be the newspaper's representative in all of its relations with the school and the public, to plan and direct the editorial policies. He should be permitted to attend all meetings of student-government officials and should, in fact, be recognized as an ex-officio member of that group. He will not spend a great amount of his time with details of staff work but will frequently have to deal with problems brought to him by staff members. He must be able to write a story, advertisement, or headline whenever occasion demands. He should be able to write feature material. He will have a great deal to do with the layout of the front page, in consultation with the managing editor, associate editors, and news editors. He will have occasional suggestions for the staff members, particularly when they are in difficulties.

He may take decisive action in any matters when he so desires but will exercise this power with discretion and only after counsel with other staff members concerned. He will maintain

The news editors are generally responsible for the reporters' efficiency and alertness. They should have authority to penalize them for carelessness and negligence. They must be able to discriminate between the careless reporter and the one who is in need of advice and help. Reporters should find news on their runs every week. It seems a good policy to give the reporter assignments for tips he turns in even though they are on another reporter's run; for this is a reward to enterprising reporters and spurs all to cover their runs thoroughly. A tip, however, has to be an original idea or observation, not an obvious story.

Special emphasis should be placed on the advance story. Most lead stories especially should be advance stories, both in general news and in sports. Small advance stories should be given better position than small folio stories.

How many assignments should there be for each weekly issue? Probably about twice as many as there will be room to publish in the paper. That is, if the paper will publish 60 stories, the news editors should have 120 assignments. At least half of these assignments should be made a week or more in advance. This will give reporters a chance to turn in stories on Monday morning or sooner. Each day during the week there will be new assignments. Reporters must watch the assignment sheets very closely.

Following is a form for an assignment slip.

LINCOLN HI NEWS

Name_____

Your Assignment_____

Due_____

Sincerely yours,

(News Editor)

The news editors should write assignments to be handed to individual reporters through their home-room teachers or by some other time-saving method. Stories should be written within a few hours, at least, of the time the event happens. Next to accuracy, promptness and initiative are the qualities the news editors should encourage and reward in their reporters.

Copy-Desk Editors. It is the copy-desk editors' job to prepare reporters' stories for the printer. They must have a keen sense of news values, for they will have to decide the play that most stories are to be given. They should know beforehand what the lead stories are to be and should carefully scan the assignment sheet so they can estimate the probable importance of each story. As stories come in, they should read them carefully and edit the best ones first. They should classify the material under several heads.

First are the stories that are to be edited and sent to the printer at once. Second, those that are not "musts" but that are worth publishing; these are to be edited and held at the copy desk to be sent to the printer in small quantities whenever he needs copy. Third are the stories that are good but not timely; these can be placed in a "time copy" basket and used in future issues as material is needed. Stories of human-interest appeal with which the element of timeliness is of little significance are good time copy. For instance, a story of a trivial humorous incident in a classroom is as good a week or two weeks from the time it happens as it would be immediately.

Fourth are the stories that contain good material but that need to be rewritten. These some staff member must rewrite, perhaps an assistant copy-desk editor. If time permits, the copy-desk editor should indicate the faults of the story and have the author rewrite it. Fifth are the stories of too slight news value to be worth publishing. These should be returned to their authors with a courteous explanation of why they cannot be used. The writers of such articles are entitled to this consideration.

As soon as copy is ready to go to the printer the copy-desk editor records it on a sheet prepared for that purpose and gives it to the staff member, normally the managing editor, authorized to take it to the printer. This sheet, the copy schedule, should give information as indicated on page 337.

LINCOLN HI TIMES COPY SCHEDULE FOR ISSUE OF _____
 (Date)

<i>Head No.</i>	<i>Guide Line and Ex- planation</i>	<i>Day and Hour Copyread</i>	<i>Reporter</i>	<i>Copy- reader</i>	<i>Cuts</i>	<i>Day and Hour Sent to Printer</i>

If the copy-desk editors have insufficient copy they should consult immediately with the associate editors or managing editor.

Feature Editors. One page of the four-page school newspaper is ordinarily devoted to material other than news. It contains a column or two of editorials and the remainder is ordinarily taken up with as great a variety of material as the resourcefulness of the staff and the tastes of the readers allow. The feature editors have this unique privilege and responsibility, that they are bound by no limitations in the types of material they want to publish, except the limitations of good taste. They may publish humorous material and serious material. All of it should be interesting and all should be written by students.

It is this possibility of great variety of material that makes difficult the problem of defining the feature editors' duties. They should appeal to the entire student body for material. They should try to find original, fresh copy, material different from anything the paper has printed in the past. They should endeavor to learn what the readers of the paper want and what their reactions are to the material the paper is publishing. They should campaign vigorously to "sell" the student body the idea of supporting the highest quality of material the students are capable of producing.

Certain regular features are desirable. First is the exchange column. If the school is interested in fostering creative writing the feature editors should devote liberal space to publication of the products of aspiring young poets, essayists, and short-

story writers. Cartoons made by art editors or other students are highly desirable.

Assume that the page has seven columns. Perhaps two will be taken by editorials and two by creative-writing material. A cartoon will take about eight column inches and the exchange column ten inches. This will leave a little more than two columns to be filled with other material. The feature editors and their staff can use many devices to make these two columns interesting. Some students may have a talent for writing rhymes, fanciful or good-naturedly satirical.

Other possibilities are short colyums of gossip, little sidelights on school life, the feminine point of view, the cub reporter, the keyhole reporter. The colyum is as individual as anything can be; let the staff members look into their own hearts and minds and at the school life around them; there they will find suitable material for colyums more satisfactory than if they try to imitate colyums in other papers. Some students might be able to produce a mildly philosophical colyum.

There should be material on the feature page other than routine colyums, such as essays that have an appeal of novelty or humor, comments by students, letters to the editor wherein students express their opinions on phases of school life suitable for public discussion.

The feature page should have distinctive headlines. All material should be ready to go to the printer the day before the previous issue is published.

Sports Editors. All sports should be concentrated on one page except the biggest stories, which may appear on the front page. Sports stories should have distinctive headlines in heavier type face than other heads except when they are on the front page.

It is not necessary that the whole page be devoted to sports. When the paper carries an unusually large amount of advertising, some sports stories may have to be on the front page. In special issues there may be need for a great deal more than the usual amount of sports material.

The sports editors keep an assignment sheet and copy schedule. Obviously, boys' sports will take considerable precedence over girls' sports.

Nearly everybody who follows sports loves a colyum of opinion about them. Comments, not necessarily in serious vein, on passing events in the sports life of the school will always com-

mand a reading public if they are clever. The sports colyumist can take considerable liberties with news style, even in the use of the pronoun *I*, if he wishes. He can do a great deal to maintain interest in athletics.

Alumni Editors. The purpose of the alumni department is to keep the school in touch with its graduates. It may be the means of building circulation among former students. It makes the paper a more deeply rooted institution in the community, thus increasing its prestige and its value as an advertising medium.

There is always an unlimited amount of alumni news available. The alumni reporters have merely to contact alumni living in the community to find news about them and their alumni friends. Brief personal items about a number of alumni, arranged in the order of their graduation, and one or two stories with headlines may suffice for the alumni department. Alumni editors copyread their own stories. They should have a staff of reporters to lighten their work and provide opportunity for more students to gain training and experience.

Since most alumni copy is not spot news the editors should have their material ready for the printer a day before the previous issue is published.

Exchange Editors. It is possible for a school paper to have hundreds of exchanges. It does not need to send a copy of every issue to each of them. The exchange editor can find numerous suggestions in newspapers of other schools for the various departments of his own paper. Every staff member should study the exchanges.

In seeking exchanges the exchange editors can find in educational directories the names of schools in other cities. If the exchange editors have a large number of exchanges they will have to find a convenient method of filing and displaying them. The school library may be glad to have copies of exchanges. Students read them with interest and thus become more interested in their own school paper.

The exchange editors reprint news, features, and editorials from other school papers. They sometimes condense this material and write news and comments about these papers. Their material is usually published as a regular feature of the editorial page. Sometimes brief items from exchanges are useful as fillers. These should have news heads and date lines.

Following are examples of the manner in which various school papers present articles from exchanges.

• X-CHANGES •

North High School, Des Moines, Iowa. — Two reporters of the school paper procured an interview with Miss Katherine Hepburn when she appeared here in the stage play, "Jane Eyre."

Clyde Park. — George Washington's birthday was celebrated in an assembly in a novel way. A program which was patterned after Major Bowes' amateur hour was presented.

Normal College, Dillon. — Badminton proved to be a popular and highly entertaining game among members of the plays and games class last week. This game has been taken up as a main sport for girls.

James McCulley, sophomore at the normal college and winner of last year's oratorical contest on world peace, took first place at the world peace oratorical contest held at the college auditorium this year.

Bearcreek High, Bearcreek. — The junior class set April 3 as the date for its annual prom. No other arrangements have been decided upon.

Central High, Fort Wayne, Ind. — Once again plans are being made for the extemporaneous speech contest. It will be held in the first week in May. The subject is, "The Supreme Court." It is to be divided into four topics.

Havre High, Havre. — Under the sponsorship of the drama club of the Havre high school, a "Little Theatre" festival will be held in Havre, April 24. Several invitations have been sent to several high schools. Some acceptances have been received.

Gallatin County High, Bozeman. — The high school will again sponsor a spring music festival. Several schools in Gallatin and the surrounding counties have been invited to participate but as yet no answers have been received.

John H. Francis, Los Angeles. — A variety show has been planned by the student training class to raise money for a fund to buy cuts for the "Optimist."

Carleton College, Northfield, Minn. — Dr. Ernest W. Riggs, president of the University at Salonika, Greece, spoke at the college recently.

White Sulphur Springs. — Mr. Beebe, famous African explorer, will give a lecture on the interior of the dark continent at the high school gymnasium March 10.

Missoula County High, Missoula. — High school students "did their part" by contributing \$70.25 to the Red Cross for flood refugees.

— *Kyote*, Billings, Montana

These short items are likely to be read; they give the name of the school paper in which they were originally published (the date line), but they would make a better appearance if they had small headlines or a large headline at the top of the column in addition to the label.

Georgia, Ohio Papers Rank First In Exchanges With High Times

From one to three hundred and ninety-one is the huge increase of Girls High Times exchanges in the decade of that institute's existence which is perhaps the fastest developing department of the paper. The papers come from Honolulu, Canada, and forty-two of the forty-eight states. The states outside Georgia leading on the exchange list are Ohio, first with eighteen, and Illinois, second with seventeen. Girls High exchanges with 83 Georgia schools.

Of the ten school papers in the United States which received the honor of medalist in 1935 in the Columbia Scholastic Press Contest five are exchanges. These are: The South Side Times, South Side High School, Fort Wayne, Indiana; The Northerner, North Side High School, Fort Wayne, Indiana; John Adams Journal, John Adams High School, Cleveland, Ohio; The Chatterbox, George Washington High School, Danville, Virginia; and The Arklight, Senior High School, Arkansas City, Kansas. These are weekly and bi-weekly papers.

Perhaps the most interesting of all

the exchanges are the ones which are published daily by the pupils. There are two such papers on this year's exchange lists. These papers are edited by the pupils and are published every day from Monday through Friday.

One of the oddest things disclosed by examining the exchange list is that out of the four hundred best school papers in the United States there are only two other Girls High Schools which publish a school paper. These are Girls Hi-Lights, Miller High School, Macon, Georgia, and High Spots, Battin High School, Elizabeth, New Jersey.

One of the most entertaining papers is Ka Runahou, from Oahu College in Honolulu, Hawaii. This paper is printed in English, as English is the official language of the islands. The college is composed mostly of the children of American and English citizens, who live in Honolulu. The news and articles in this paper are much the same as in any other with the exception of sports which seem to be devoted entirely to water sports.

— *Girls High Times*, Atlanta, Georgia

Here is quite a different way to handle the exchange column: a story about exchanges instead of excerpts from them.

What Others Do

To create interest in the school paper, the Blue and White Staff of Savannah High School is conducting a contest in which prizes will be given to the students who send in the most appropriate quotations for pictures displayed in the paper. — *The Blue and White*, Savannah High School, Savannah, Ga.

* * *

Notre Dame Academy recently enrolled four Singers who require a diet of oil, and need foot power or a spark to make them sing. They happen to be Singer Sewing Machines. — *The Read-A-Wee*, Notre Dame Academy, Belleville, Ill.

* * *

Through profits obtained from magazine campaigns, sale of student pictures, and play productions, the Nockamixon High School has recently been able to purchase a movie projector which will be used for assembly programs and educational pur-

poses in school work.—**Nockamixon News Reel, Nockamixon High School, Revere, Pa.**

* * *

“Sportsmanlike Driving,” a course on safe driving sponsored by the American Automobile Association,

has been introduced into the senior and junior health classes of Glenrock High School.—**Maple Hill, Glenrock High School, Glenrock, Pa.**

—*Observer*, Laureldale, Pennsylvania

Use of bold-face type for names of exchanges is good. Small heads would improve this column.

Art Editors. The school newspaper should be a medium for expression of the school's artistic talent. It can enhance its prestige by publishing cartoons on topics of timely interest. Co-operation of the art teacher will be helpful in launching a project of cartoons for the school paper. Linoleum or wood blocks, chalk plates, rubber plates, and zinc etchings are suitable materials of varying costs.

Art editors should plan a program for the semester, as they will know in advance many of the events suitable for cartoon treatment. For instance there are in the fall examination times, Armistice Day, Thanksgiving, Hallowe'en, football games, Christmas, the end of the semester. Plans can be changed later if occasion demands. Front-page cartoons should deal primarily with timely subjects and those for the feature page may be more conventional. The art editors should be ready to make illustrations for features, standing heads and titles, and advertisements. Therefore they will have use for a staff of assistants.

Cuts should be mounted on wood that does not warp. All art work for the weekly school paper should be ready a week before it is to be published.

Following are a few examples of drawings that have been used effectively in student newspapers.

Pussy Purrs Contentedly On Record Manuscript

* "Meow!" whined a rust-col *
 * ored cat as it appeared in the *
 * window sill of the Record office. *
 * It jumped to the floor and soon *
 * had Ruth Looney crawling under *
 * the desk and below chairs to *
 * catch it. *
 * "Poor kitty," mused Ruth as *
 * she set the hungry-looking fe *
 * line on a table. "Don't you think *



* we ought to buy it some milk!" *
 * All present agreed. *
 * As she started for the door, *
 * Mr. Ream came in with visitors, *
 * so she sat down and forgot about *
 * the cat. *
 * In the middle of a serious dis- *
 * cussion a slight noise was heard *
 * coming from the table. There, *
 * lying on a huge pile of manu- *
 * script, was the cat, purring to its *
 * heart's content and perfectly sat- *
 * isfied with the typist's basket for a *
 * resting place. *
 * * * * *

— *Albuquerque Record*
 Albuquerque, New Mexico

Energetic art editors can often enhance the interest of an article if they will make a cut to go with it, as this linoleum cut shows.

They're At It Again



— *Stivers News*, Dayton, Ohio

This picture is made from a line engraving of a drawing. It is much less expensive than a half tone.

Assistant Editors. Assistant news editors can help to contact reporters, check their work, and keep records of their achievements. Copy-desk editors should gather about them a staff of ambitious younger students to occupy the "rim" of the copy desk and learn the elements of head writing and editing. Copy editing and reporting provide the essential training for advancement on the staff.

Feature editors need assistants to write and assist in editing. They may discuss each other's work, criticize, collaborate, and find keenest enjoyment in so doing. Likewise other editors

should find ambitious, keen-minded younger students to help them and go into training to be their successors.

Names of such assistant editors should be in the masthead after they have served a sufficient time to prove themselves worthy.

Reporters. It is no small task to cover all the news of a large school and to be accurate and fair and understanding. No reporter should feel that he is an unimportant cog in a machine. Covering important stories is as difficult, and calls for as much ability and initiative, as any other newspaper work. The ambitious reporter can advance to a place of importance second to none if he will set his mind to it.

The reporter should become acquainted with every person on his run who may be in a position to give him information of value. He should be careful to observe the common courtesies in his relations with these persons. Details of run coverage will be discussed in a later chapter.

Reporters may cover the news well enough and still be mediocre because they do not *uncover* any news. There are stories in all phases of school life for the reporters who sense the drama, human interest, humor, emotional appeal, in the life around them. Events that seem commonplace and trivial make interesting stories when written up by the skillful reporter.

Reporters should keep clippings of all their stories that are published, for their standing on the staff will be determined largely by the number of column inches in their strings.

Promptness in covering assignments is next in importance to accuracy. The reporter who turns in his stories a day or two after they are due will not be a success.

The Staff in Operation. Now let us consider how the staff will operate as a unit in publishing a weekly school paper. If the paper is published oftener or less often than once a week, this schedule will be modified accordingly.

Certain work will begin two weeks before the date of issue. Let us suppose there will be issues on the Fridays of October 1, 8, and 15. As publication of the October 1 issue is a two weeks' job, active production must begin on Monday, September 20. Then on Monday, September 27, production must begin for the October 8 issue.

Monday, September 20. The staff will already have had at least one meeting to clarify each member's duties. Today the editor and publisher will confer with the managing editor regarding editorial problems of the first issue; and with the business manager, advertising manager, and circulation manager over matters pertaining to their campaigns. This is the most important time of the year for these campaigns for subscriptions and advertising.

The managing editor will discuss with the associate editors the possible topics for editorials and problems of policy or writing that may come up. As the editorials will go to the printer not later than Friday morning, the first draft of them should be ready Tuesday. Probably the managing editor will have to help in some of the detailed work, especially as at this time of the year some staff members will be inexperienced.

News editors on this day should make many assignments. Feature editors must be planning their page, for theirs is the main body of copy to go to the printer not later than Thursday afternoon. They must be doing some writing themselves, looking through files and exchanges for ideas and combing the school to find talented writers. They should have enough material to fill their columns by Wednesday at the latest, for it will have to be checked by the managing editor before it is printed. They should continue to produce some material up to the time it is to go to the printer, for they will need a large body of copy on hand at all times.

As yet there is little for the copy-desk editors to work on in the way of general news copy, but probably the department editors, especially feature editors, will need their assistance. They and their assistants can practice on old copy and in other ways review the art of editing. Their work will come largely in the week of the paper's production but by no means entirely so. Some general news copy should go to the printer Friday morning and this means editing it before Thursday. Copy will need especially careful editing early in the season when there will be an extra large number of inexperienced reporters.

Already sports editors will have a fair idea of what their lead stories will be. They should keep in mind the comparative value of advance and folio stories. Frequently they will have stories to cover that "break" the day before the paper is to be

issued. For this reason it is important that they write up all their material as rapidly as it is available. This will mean judging beforehand how much space to allow for each story. Early stories should be short, as they will be somewhat old by the date of issue.

Alumni editors should know definitely what material they are going to have for the first issue and be planning to have it ready by Wednesday so that the managing editor can examine it before Friday morning when it is due to go to the printer.

Art editors will already have conferred with the managing editor regarding cartoons for the first issue and a tentative series of cartoons for the semester. They must make sure that they have materials to work with. Cartoons should be ready by Friday morning.

Exchange editors will study the files of last year's exchanges for their first copy. They may want to write a form letter requesting exchanges and to have a "please exchange" rubber stamp with which to stamp outgoing papers. Their big job of mailing is still nearly two weeks away but they can make plans to be ready when the time comes. They should have the business manager provide them with envelopes and postage. They might use their space in the first issue for a declaration of policies, or a statement of their plans for the semester, or a message to other schools, or an appeal to their own student body. In other issues, however, they will devote a great deal of their space to interesting material from exchanges and facts about exchanges, such as how many there are, how many new ones arrived during the week, how many states are represented in the exchange department.

Tuesday, Wednesday, Thursday. These days will be taken up with preparation of editorial and feature copy, a certain amount of news copy, and the assignment of a great many stories. Frequent conferences among the various staff members will be necessary. The technique of copyreading, requirements as to style, interpretation of public interest, head writing, and other matters will come up for review as staff members find themselves facing for the first time the problems of preparing material for the printer.

As copy comes in it will be examined by various staff members and criticized. Much of it may be turned back for revision.

Writers give their material to the department heads concerned, who, with the help of their assistants, edit it. Then it is checked by the managing editor and possibly the associate editors before receiving a final O.K. for printing. General news will be read by assistants at the copy desk and checked by the copy-desk editor before going to the managing editor. As staff members gain experience this procedure may not have to be followed rigidly. Important stories will probably be read carefully by the managing editor and even the editor and publisher.

All copy should be typed if possible. Staff typists should be trained in accuracy and in the style of the paper.

Friday. As school opens on the morning of this day, one week before publication, the following copy should be in the hands of the printer: alumni department; several columns of sports and general news, including sports columns; all of the editorial page, including editorials, features, cartoons, exchange column. Ninety per cent of all assignments for the remainder of the paper should be made. Staff heads should decide, tentatively, what the lead stories are to be. How many lead stories there should be depends on the size of the paper. An eight-column, four-page paper will need four or five lead stories each for pages three and four, probably four stories for the top of the front page. There will be need for perhaps a half-dozen other large stories on the front page.

The news editors should warn all reporters Friday to have the bulk of their material on hand Monday morning. A few stories will break during the week, but more than half of the general news can be covered by Monday.

Monday, September 27. Feature editors will start planning for their issue of October 8. The procedure and schedule of dead lines will be the same as for the first issue. Copy-desk editors are probably the busiest of the department editors. They must edit copy faster and faster, the later it comes in. News editors too must check frequently during the day to see that reporters are taking care of assignments.

Tuesday. Let us assume that the editorials and feature material are to be on page 2 and that pages 2 and 3 will be the first ones printed. Since all page-2 material went to the printer Thursday night or Friday morning, it will have been set up in type, proofread, and corrected by Monday night.

Advertisements occupy part of page 3 and sometimes they are late, despite every effort the advertising staff can make. Therefore page 2 is normally the first one dummied.

Wednesday. One precaution is necessary with regard to dummied page 3. If it is made up too soon, page 4 is likely to be overloaded with advertising.

Staff heads should go to the print shop with the dummy to learn about printing and to help in case there are difficulties in following the dummy. (A dummy is a drawn plan showing where all material is to be placed on the page or pages.) If stories are too long or too short, or if the dummy has to be altered, editorial staff members will have to make the changes, for printers do not interfere with editorial material, but simply follow the copy furnished them.

Thursday. Feature-page staff, alumni editors, editorial writers, and art editors should have their material for the October 8 issue ready for the printer. Considerable general news should also be ready. Dummies for pages 1 and 4 will be ready before the close of the day. All late copy must be in type before the close of the day. Wednesday and Thursday are normally rush times for the copy-desk editors.

Friday, October 1. Publication day! The last check on proofs will have to be made not later than early in the morning so that the waiting printer can start his press to turning out the finished paper. But already work on the next issue has been in progress for several days.

Monday, October 4. Let us assume the A staff is in charge this week. Associate Editor A is editor in fact as well as in name, for the one issue. Staff B members are assistants. Later, that situation will be reversed. The editor and publisher and the managing editor are taking care of various details: checking up with the business manager and advertising manager; making plans for advertising and circulation campaigns; conferring with the faculty, student officers, and other school leaders in connection with matters of policy. They will keep in close touch with progress of the paper but remain as much as possible in the background.

As the work of the feature, art, and alumni editors is finished for this week's paper, it is time to begin their work for the October 15 issue.

Tuesday, Wednesday, Thursday, Friday. Affairs during the remainder of the week should go about as they did the preceding week, the only difference being that department editors on the A staff have the responsibility.

SUGGESTIVE EXERCISES

1. Let each staff member keep an accurate record of the work he does during two weeks, including number of stories and amount of material written, number of headlines written, amount of material copyread, amount of proof read, number of tips found.
2. Make a study of the staff organization of a daily newspaper and compare it with the organization of your own paper.
3. Let the staff draw up a schedule of dead lines with the newspaper's printer. Then each staff member should establish dead lines with his assistants, allowing himself sufficient time to edit all material before the printer's dead lines.
4. Each staff member should clip from old papers one example of each kind of head used in his paper, making up for himself a complete schedule. He should then memorize the type count for all heads.
5. At the beginning of the semester let each editorial staff member make up a list of ideas for possible cartoons to be used during the semester. Important occasions such as athletic contests, examination times, famous dates in history, should be kept in mind.
6. Let each staff member find a short news story for the alumni department.
7. Let each staff member and each reporter find in the exchanges a half-dozen ideas for possible stories: ideas that other school papers have used and that the local staff could adapt.
8. Make a list of ideas for advance stories for the next issue of the paper. Look especially for lead stories. Why are advance stories better than folios for the lead stories?

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CHAPTER XXV

EDITORIAL PROBLEMS

Editorial Policies. Staff members should frequently discuss policies. They must decide what they will say about timely events of importance to the school.

Editorial writers should seek to be objective in their discussions. Humor as well as serious thought is legitimate. However, editorials should always preserve a certain dignity, for they represent the newspaper's appeal to the highest intelligence in its community. Faultfinding is seldom desirable. Ordinarily it fails to achieve its purpose and it holds up in the public mind an unpleasant aspect of school life, giving a distorted impression to outsiders and emphasizing the bad to the student body. Instead the newspaper should aim to forestall occasion for unpleasant comment by holding to a constructive, forward-looking policy that will keep the minds of the students on worthy objectives.

In this chapter is given a list of suggestions for news sources. Any one of them is a possible subject for an editorial, calling upon the writer's mental alertness as to what could be said about it of significance, challenging his originality and his ability to think.

The school newspaper is in many communities the only activity of the school that regularly reaches the community at large. Outstanding achievements of persons connected with the school can be given recognition. Sometimes a new policy of the school needs to be explained. Proposed changes or developments can be written about by staff members and others. Students' opinions can be given expression. Changes in courses of study can be explained. New students can be helped greatly in their problems of adjustment to the school.

Covering the News. Careful selection and training of reporters is the first necessity in covering all the news. Close supervision of their work by the news editors, adequate reward for excel-

lent work, and penalties for negligence, carelessness, and inaccuracies are essential.

Runs. There should be a comparatively large number of runs. Important news sources are the principal or president, coach, deans, heads of departments, faculty members, supervisors, student-body and class officers, and heads of student organizations.

Runs on a high school weekly newspaper in a school of 1900 enrollment included the following: English, foreign language, history, music, art, sewing, cooking, auto mechanics, manual training, printing, science, mathematics departments (one or more runs each); high school office, including principal, secretaries, and attendance officers; dean of boys; dean of girls; high school clubs (divided into several runs); student council; class officers; physical directors; grade school principals; administration officers, including superintendent, supervisors, purchasing agent, building superintendent, and attendance officers; allied organizations such as Y.M.C.A., Y.W.C.A., Girl Reserves, and the like; and community groups in which students are a prominent element such as those in churches.

Being assigned to a run, the reporter must proceed at once to become acquainted with the persons he will contact. He must see them often and he must above all strive to win their confidence, respect, and co-operation. He must always ask questions. He must not expect his news sources to tell him what the news is, but should set about earnestly and systematically to teach them to know what it is and to give him tips. He should take an interest in their work and learn as much about it as he can.

Interviewing. Reporters need not feel that they are intruding when they ask for an interview. The reporter is on legitimate business for his paper and it is his duty to the public to provide news. He must not neglect an opportunity to obtain good copy. Before the interview the reporter should inform himself thoroughly about the interviewee. He will make a good impression, indeed, if he can ask questions that show he has an intimate knowledge of the person interviewed.

Play Up Advance Story. The school paper should be ever on the alert to find advance stories. It can do this successfully if the staff is organized right and trains itself in the habit of looking ahead. The news editors should keep a list of assignments during the week before date of issue. They should also keep a "futures"

book, which may be a small notebook with a page for each week of the school year.

In the futures book they should make note of every possible coming event they can find. This book will also be valuable for next year's staff, which will find in it many ideas for its own futures book. Thus through the years there will grow up a better and better system of news coverage, each year's staff using the accumulated ideas and adding its own contributions.

Probably the majority of lead stories should be advance stories, both in the general news and in sports.

Prominent Persons. A school newspaper can increase its prestige and provide valuable experience to enterprising staff members by seeking interviews with prominent persons, both local citizens and distinguished visitors. In such work the reporter should plan carefully beforehand the entire conduct of the interview. He should know what the interviewee's claims to fame rest upon and what is the particular occasion of his visit to the city.

Frequently the staff can obtain pictures of prominent persons interviewed or otherwise figuring in the news. They frequently have mats they are willing to give the reporter. Local city newspapers may have such pictures, which they will lend on condition that they be returned promptly and that the newspaper be given credit.

Not only are prominent persons in the world of adult life worth interviewing; there are also prominent persons in the student world. The symposium is a common type of interview story. It is made up of interviews with a number of persons, all on one subject. Issues of timely interest or importance provide occasion for publishing such stories in which students express their opinions. The issue before Christmas, for instance, is an occasion for publishing symposium stories on "What do you want Santa Claus to bring you?" and other questions pertaining to the Yuletide season. One feature that makes the symposium interesting is that it provides an opportunity to publish names of students; and names are news.

Use of Pictures. Pictures add greatly to the attractiveness of the school paper. Even a slight connection with the news is frequently sufficient justification for publishing a picture, particularly if it is an attractive one. Mats should be kept on file, for they may be useful on future occasions. A picture may be

published a week or two before or after occurrence of the event with which it is connected. Few school newspapers can afford the expense of much engraving. But by being wide-awake to its possibilities the paper can frequently have pictures that will contribute brilliantly to its quality.

Use of Names. All staff members should be constantly alert for occasions for printing names of students. Whenever an event occurs that involves a number of persons of interest to the paper's reading public, the reporter should obtain the names of all of them if possible. Sometimes this will make the story too long to publish in full, but it will frequently add enough to the value of the story to justify the extra length.

In the news columns prominent persons will be mentioned frequently. Therefore in feature material the staff should publish as many other names as possible; it should remember that the newspaper is supported equally by every subscriber and therefore each one is entitled to equal consideration. Any show of favoritism will cause the paper injury.

Avoidance of favoritism will force the feature writers to enlarge their range of acquaintances and make a circle of friends to help them find material. This will bring the workings of the paper to the attention of more persons, thus creating interest. It will bring more contributors to the paper.

Cut Lines; Captions. Pictures should be accompanied by a few words of explanation, facts, or comment. The caption should contain words of action if possible. The cut lines are usually a brief interpretation of or comments on the cartoon or picture. Find examples of pictures with cut lines and captions in your daily newspaper.

Types of Feature Material. The spirit of youth pervades every phase of school life — halls, grounds, classrooms, athletic field, everywhere that students congregate. It finds expression in a thousand trivial incidents, flashes of humor in conversation and action, occasional disappointments, minor tragedies now and then, little acts of kindness and helpfulness, a great deal of boisterous gaiety. Let the feature writers see the human interest and drama in this life and express them in their own words and with their own comments.

Personality sketches of prominent students; running accounts of incidents in halls and classrooms; interesting, odd, unusual

facts about individuals or the student body at large; a column listing birthdays of students for the coming week; impressionistic views of school life; interesting facts of history, science, and other branches of knowledge; a pretended horoscope; instructive facts about the school — these are random suggestions as to the type of material suitable for the feature page.

Feature material should have headline display in type sizes comparable to those for news stories of the same length. Heads should be distinctive. Probably three or four heads will suffice for the feature-page schedule.

Following are examples of a few colyums reprinted from school newspapers.

Pattering

San Jack Tradition

Recently, during school hours, the Exposition was overridden with blue sweaters. It was not a bunch of naughty Hilltop senior A's, as so many thought, but the entire graduating class of San Jacinto high school. This school has sweaters that are practically the same as ours in respect to color, buttons and style.

San Jacinto is a mild little town situated about halfway between San Diego and Los Angeles some 40 miles off the coast. In spite of the fact the student body is about the size of one of our small junior high schools, San Jack is noted for its pep and spirit.

Symbolic of this energy is their coming some 75 miles on their ditch day to see our "big show."

One of the most novel customs of this school is for the seniors to keep their ditch day a dark secret. If the junior lads do happen to find it out, they are honor-bound by tradition to try to stop them. If they fail to stop the whole class by disabling automobiles and such tactics, the least they do is to kidnap some of its members. Oftentimes as many as 25 seniors are forcibly detained and kept from going on this outing.

Other notable expressions of their pep are the huge bonfires and victory dances they hold before or after an important game, whether it be football, basketball, baseball or track.

Pun-ishment of the Week

When told that the *Russ* rated Medalist in the Columbia Scholastic Press Association national contest, Jack Little, senior A, cantankerously replied, "Humph! I hope that teaches the *Russ* not to meddle in other people's business again."

Split-Second Interview

Francis Marion Millican . . . named after General Francis Marion, the "Swamp Fox" of the Revolution . . . 17 years . . . 5 feet, 7 inches tall . . . blue eyes . . . brown hair . . . 29 inches waist . . . wears size 8 shoes . . . thinks girls are something to stay away from but prefers brunettes . . . wishes to be an aviator . . . also wishes that he had gone on the Loop-o-plane before he ate instead of after . . . would go on a leap year's date "with reservations" . . . is a "Ratty-Cal" Republican . . . has decided to go in training for the noon dances . . . called "Milli" for short but not for long.

— *The Russ*, San Diego, California

Campus Glimpses

March has been some month, what with all the skiing and the carnival and a couple of dances in the gym. This Tolo dance idea is fine stuff, if it just doesn't go too far and lead to woman-government or something. And then too it is not so good on account of it makes a big strong man feel so all-fired effeminate. But the fact remains that the girls broke loose and showed the boys a good time. . . .

Another milestone on the path of something or other has just been passed when our *Farthest-North Collegian* undergoes scathing criticism by a world-known journal critic who has his stamping grounds back in the East somewhere. You never can tell into whose hands our University journal is going to fall. Now listen to this:

"Vernacular is permissible to realistic dramatists (Kaufmann, Hart, et al.; cf. 'Merrily We Roll Along'), but incompatible with the ethics of student journalism. And, commercially, even that acpurveyor of blatherskite, Winchell, choses (sic) his words and forms them with attempted propriety. A posteriori, a modicum of Neo-Victorianism would not deteriorate from the pellucidness of 'Perk's' writings."

After a page or two on the mistakes made by the linotype operators on newspapers in general he continues, and gives his reasons for not coming to the U. of A. to see us:

"Portland's (Oreg.) Reed College has attracted me despite its 50,000 volume library. I will drop to 50,000 books but not to 12,000. So the U. of A. is out."

Well, we don't blame him, we just can't imagine anyone sitting down on a nice, quiet evening with only a meager 12,000 volumes at his elbow. All of which isn't so bad if he had only told us what he thinks of our paper. After some three pages of words we are still

in a quandary to know whether he is complimenting us or otherwise. . . .

Now that the Denali material is all sent off to the printers the old feud between the two editorial staffs is called off until next year. . . . And now with the beautiful month of April staring us in the face and nothing much to do with our time, everything looks rosy for an enjoyable spring time in the Golden Heart of Alaska.

— PERK

— *The Farthest-North Collegian*, University of Alaska,
College, Alaska

Fads and Do-Dads

By SHAPARELLI

During the past week another miracle in masculine clothes has been taking place. Last year masculine designers changed the usual style of men's pants and put a couple of little tucks in the front that really made the trousers better looking.

Well, another change is trying to take place. The newest trousers are called "Gaucho" and are trimmed all the way down the sides with white buttons. Whether boys will like sewing on buttons when they come off is yet to be seen, but time will tell.

Frilly Jabots

A fluttering organdy blouse is suggested these spring days for an ultra-feminine appearance. One eyelet blouse has a frilly embroidered jabot trimmed with a row of tiny pearl buttons down the front. Big puff sleeves and a tiny peplum finish the dainty garment.

Split Sides

Some boys say they think that split sides on suit coats are pretty nice because you don't have to pull your coat clear up to your neck to put your hands in your pockets.

Front Blouses

Back to the blouse subject again, an easy way of getting around the expense of suit blouses is the new fronts that look like regular blouses under a suit, only they're lots less expensive and are very simple to make. They're nice to wear under sweaters these days instead of a big, bulky shirt that will be swell for linen suits later on. — RAMONA

Special Occasions. At certain times during the year the staff may wish to observe some important event either local in nature or such as Christmas, Easter, commencement, and similar occasions. If the occasion is sufficiently important and if the staff makes its plans thoroughly and at an early date, it may be able to attract enough advertising to publish a large edition. Expense of publishing extra pages should be in direct proportion to that of publishing a regular-sized paper. The staff should take into consideration the printing facilities. It cannot expect to overload the printers during the last two or three days before publication. Special arrangements must be made with the printer.

The paper will carry news, possibly features, and an editorial on the subject of the special occasion. It may have prominent persons such as the principal or president or student-body officers comment on the occasion or offer a special message to the public. Christmas seems an especially appropriate time for display of the art editors' talents.

Style Sheet. Since a large number of persons are writing for the paper and no two persons follow the same practice with regard to capitalization and certain other matters of English usage, it is necessary for a newspaper to have its own rules and to require all writers to observe them. Generally speaking, there are two contrasting styles with regard to capitalization, the so-called "up style" and the "down style." In the case of the up style, all words that can be construed as proper nouns are capitalized and in the down style all words that can be construed as common nouns are not capitalized. Most newspapers tend to the down style, although there are notable exceptions and each newspaper has characteristics of its own.

To make clear to staff members its custom with regard to variable usages, each newspaper has an outline of its practice. This outline is called the newspaper's style sheet. The term "style sheet" does not refer to style in the literary sense except to urge clearness and simplicity of expression and, of course, correctness. Here is a sample of a newspaper's style sheet.

STYLE SHEET

The rules of the Style Sheet are for newspaper writing. They differ somewhat from rules taught in English composition. The Style Sheet does not include all rules used. It includes those most in need of emphasis.

The password of the PRESS CLUB is "ACCURACY and HONESTY."

NOTES FOR YOUR MENTAL MEMORANDUM

1. If possible, use a typewriter for all of your copy; if impossible, use a neatly written longhand.
2. Double space all longhand and typewritten work to make room for corrections and insertions.
3. Write your last name and the number of words in the upper-left-hand corner of the first page, your name only in the upper-left-hand corner of all succeeding pages. The number of the page should appear in the upper-right-hand corner with a circle around it. The copy reader will add a slug or catch line.
4. Start one third of the way down on the first page and one inch down on all succeeding pages. Keep a margin of one inch at left, right and bottom.
5. Write on one side of the page only.
6. Print or write with exceptional care all proper names.
7. Put the end mark at the end of each individual story, thus: #
8. When rereading your story, cross out undesirable words and write corrections or changes above.
9. Paragraph often. The important place of a story and of each paragraph and each sentence of a story is at the first. So put the most important fact there. Avoid use of the articles The, A, An at the beginning of a paragraph or of a sentence.
10. Spell all words correctly. If you are not sure, use a standard dictionary. Remember that the printer puts in print what you write, not what you meant to write.

DON'T GUESS!

11. Include in your story all facts and ideas of importance and interest. But make every word count, and use a plain, sincere style. Keep news stories concise and as brief as possible.

CAPITALIZATION

12. Use the down style of capitalization. If in doubt, don't capitalize.
Capitalize:
13. All proper nouns and adjectives: James, Owyhee, American.
14. Names of days and months: January, Friday.
15. Official titles when they precede the proper noun: President Coolidge.

16. The common noun in names consisting of a common noun and a proper noun if the common noun precedes the proper noun: Idaho university, University of Idaho.
17. Distinguishing parts of names of societies, companies, buildings, streets, etc., are considered proper nouns: Boise City National bank.
18. The first and last words in titles of books, songs, etc., and all other words except articles, conjunctions and prepositions. The initial *the* in names of newspapers and magazines should not be capitalized except in a heading.
19. Sections of the country, but not points of the compass: We live north of Boise, a town in the West.
20. Nicknames of teams and clubs: Braves, Pep Hounds.

Do not capitalize:

21. Names of national, state, city and school bodies, buildings, officers, boards, etc.: congress, senate, legislature, school board, post office, student council.
22. Names of studies except names of languages: algebra, Latin, English.
23. Titles when they follow names: Z. L. Foy, principal of Boise high school.
24. Abbreviations of time of day: a.m., p.m., but 12 M.
25. Names of classes: freshman, senior.
26. Names of seasons: spring, fall.

FIGURES

Use figures for:

27. Numbers of 10 or greater except in approximate numbers as "about a hundred men."
28. Ages: He is 16 years old; 18-year-old boy.
29. Days of the month, but never use the ordinal endings, *nd* or *th*: May 15, 1925; Feb. 1.
30. Sums of money when used with dollar mark or cents: \$53; \$7.10; 40 cents. Do not use ciphers when prices are even dollars: \$3.
31. Hours of the day: 8:15 o'clock; 4 p.m.
32. House numbers.
33. Dimensions, per cents, times in races, votes.

PUNCTUATION

Use:

34. Comma when absolutely necessary. When in doubt, omit.
35. Comma in a series except before and: pencils, books and papers.
36. No commas in expressions such as "5 feet 10 inches" or "10 hours 5 minutes 12 seconds."
37. No apostrophe in words as varsity, bus, phone.
38. Apostrophe to show omissions: can't, '25 (class year).
39. Colon after statement introducing direct quotations or explanatory matter.
40. To form singular possessive of nouns and impersonal pronouns, add 's.

41. To form plural possessive of nouns whose plurals do not end in *s*, add 's to plural.
42. To form plural possessive of nouns whose plurals end in *s*, add apostrophe only.

ABBREVIATIONS

Abbreviate:

43. The following titles, and no other, when they precede a name: Rev., Dr., Mr., Mrs., M., Mmc., Mlle., Supt., Prof. (before full names only).
44. Names of states that are long, only when they follow the names of towns.
45. "Number" before figures.
46. No Christian name.
47. No official title: Senator Borah.
48. Neither "cents" nor "per cent."

TITLES

49. Always give initials or first names of persons the first time they appear in a story.
50. Never use only one initial; use both or first name.
51. Never use Mr. with initials or first name.
52. Always use the title Miss before an unmarried woman's name and Mrs. before a married woman's.
53. Supply *the* before Rev.; supply *Mr.* if first name is omitted; the Rev. M. A. Matthews, or the Rev. Mr. Matthews (not Rev. M. A. Matthews, the Rev. Matthews, or Rev. Matthews).

QUOTATIONS

54. Use single quotation marks to set off a quotation within a quotation.
55. Use quotes for all quotations unless they are designated as quotations in some other way, such as by different type.
56. Do not quote in quotation marks a joke or expression of opinion following the name of the person and a dash: Mary Jones — I believe that school spirit, etc.
57. Quote titles of books, songs, paintings and subjects of debates, lectures or magazine articles.
58. Use quotation marks at the beginning of paragraphs in a quotation of several paragraphs but at the end of only the last paragraph.
59. Do not quote names of newspapers and magazines.
60. Do not quote familiar nicknames.

HEADLINES

61. The headline is to attract attention and give concentrated information. The head should contain the important news of the story. The most important news should be contained in the first deck.
62. Make the head carry the tone of the story.

63. Use verbs with action; use the present and future tenses and the infinitive.
64. Use short words which carry a definite meaning, but don't repeat important words in the same head.
65. *Study the style sheet.*
66. And remember that in every school in Boise important and interesting news is inviting you to a game of hide-and-seek. Go after it!

I had six honest serving men;
They taught me all I knew.
Their names were What and Why and When,
And How and Where and Who.

— Kipling

Let these servants help you.

Time Copy. The school newspaper should have on hand a number of stories that would be usable in any one of several issues. The basis of judging whether or not a particular story is suitable is whether or not it will be interesting next week or the week after. News editors may make assignments to reporters for production of time copy. Short stories of emotional appeal frequently make good time copy and their brevity is an advantage.

Overset. A printer who contracts to print a school paper figures on doing just the amount of work necessary to produce that paper. Editorial staff members, if they are not watchful, will send the printer a great deal more material to be set up in type than there is space for in the paper. This means extra expense. Therefore the editors should have an accurate record of all material they send to the printer. This means knowing the number of words in every story, the average number of words that are printed to the column inch, and the exact amount of space required for every headline.

Even so there is likely to be some overset, for large advertisements may come in late. To avoid loss, have a certain amount of time copy.

Proofreading. After copy has been set in type by the printer he makes a print of the material, called a proof, and sends it to the staff to be read for corrections. The staff must have a system of handling proof rapidly. There should be at least one proof-reader available all of the time. Probably all proof should be read two or three times before it is sent back to the printer. Proofreaders must understand the newspaper's style, proof-reader's marks, and the problems of making corrections on the linotype machine.

Except in the most urgent cases they should not make changes in the copy that originally went to the printer. The printer is entitled to make a charge for changes made in proof other than corrections of printer's errors.

Practice is necessary in developing skill in proofreading.

Equipment. Some school newspaper staffs have press offices and others have only a classroom. If the staff has to use a classroom, benches or tables are better than desks. A copy desk in the shape of a half moon is convenient and gives the atmosphere of a professional newspaper office. The staff should have typewriters. An adding machine is useful to the business manager. There should be a newspaper rack and file cases for keeping old copies of the paper.

A wire stretched across one side of the room with clamps attached is an excellent way to file exchanges. A dictionary and a thesaurus are indispensable. There should be several wire baskets for copy. Several staff members need desks or drawers in which to keep their material. There should also be a morgue, as the paper will have mats, cuts, and supplies for the art editors to be kept in a safe place where they will be easily accessible.

Sources of Material. Where to find stories! That is always a leading problem in a school newspaper office. Inexperienced reporters and editors worried about various problems are alike troubled over the insistent, insatiable demand for bright, clever material for the paper.

The following suggestions may be helpful, especially for new and inexperienced staff members. Most of them are good only if the writer uses his imagination and creative ability in developing them. The staff member should not be content with them as they are presented here, but should adapt them to his particular school and to his own personal talents; and he should be stimulated by them to develop still further ideas.

DEPARTMENTS

How many students are enrolled in each department?

How does this enrollment compare with that of last year and previous years?

Equipment and books used in each department: their cost, what they are used for.

Unusual equipment.

Explanation of scientific and mechanical apparatus; writer's impressions of it.

Stories about incidents in laboratory activities.

Animals and insects in biology and zoology classes; students' experiences with them.

Number of teachers in each department.

Students who are outstanding in certain fields: math "sharks," voluminous readers, etc.

Creative-writing class achievements.

Outstanding notebooks, class reports, papers.

How many instruments in the music department, their cost, etc.

Number of typewriters in the commercial department.

Progress of students in typing, shorthand, speed tests.

R.O.T.C. activities: appointments, organizations, honors won, reviews, participation in community affairs.

ACTIVITIES

Interscholastic and intramural activities: athletics, debate, stock judging, etc.

Debate tryouts.

Debates.

Problems of debaters in finding material, organizing their arguments, etc.

Dramatic and declamation projects.

Selection of plays for production.

Selection of casts and teams.

Appointments to staffs of annual, magazine, school newspaper.

Progress of magazine and yearbook: photographs; selection of printer, engraver, and photographer; taking of senior, group, and other pictures; sales and subscription campaigns; collecting snapshots; plans for originality; honors won in national and other contests.

ALUMNI

Where are last year's graduates?

How many of last year's graduates went to college?

Important events in lives of alumni: marriages, travel, deaths, promotions, changes of occupations, honors won at college.

Oldest living alumni.

Famous alumni.

Sizes of graduating classes during the years.

CLUBS

History and purpose of each club.

Selections of officers.

Election and initiation of new members.
Meetings.
Plans for projects, parties, etc.
Organization of new clubs.
Requirements for membership in clubs.

HOBBIES

Unusual, unique hobbies, impossible to mention here.
Radio, amateur photography, collecting, gardening, horseback riding, musical activities.
Manual activities such as printing, shop work, woodwork, raising and care of animals.

FACULTY

Interviews with new teachers.
What educational institutions have teachers attended?
Teachers who are alumni of the school.
Degrees held by teachers.
Published articles written by teachers.
Oldest and youngest teachers in point of service.
Average number of years of service in the school.
How many teachers are married and how many have children?
How teachers spend the summer, other vacations, week ends.
Teachers who have traveled in foreign countries.
Faculty meetings.
What former teachers are doing.
Teachers who own homes.

HOME ROOMS

Activities such as plans for parties, programs, assemblies.
Election of home-room officers.
Home rooms with highest scholastic standings, best attendance, other unique achievements or characteristics.

STUDENT COUNCIL

Facts about each member: how he became prominent in school; his other activities; scholastic standing; personal characteristics.
Council meetings.
Plans and their execution.
Functions and duties of the council.

BUILDINGS AND GROUNDS

Number of rooms, windows, desks, steps, etc., in the buildings.
Historical facts about the buildings and grounds.
How much fuel is used a year for heating?

How much fuel is needed to heat the buildings on a cold day?
How much other equipment and supplies are needed for operation,
and their purposes?
Repairs to the buildings.
Number and kinds of trees and shrubs on the grounds, when and
under what circumstances they were placed there.
Problems in the care of grounds and buildings.

ALLIED ORGANIZATIONS

Activities of such educational institutions as the Y.M.C.A., Y.W.C.A.,
churches, and the like should be covered, when students take
part in them. There are conventions, programs, social affairs,
elections, hikes, and other recreational activities, discussions,
addresses.

EMPLOYEES

Names and duties of janitors, engineers, and other workers.
Their length of service.
Suggestions to students by head janitor or engineer on care of the
buildings and equipment; how students can help.
Lost articles found by janitors.
What employees do during vacations.
Their hours of work.
Pet "peeves" regarding students.
Changes in personnel.

GRADE SCHOOLS

Athletic events.
Promising material for future high school athletic teams.
Number of prospective freshmen for next year from each grade
school.
Visits of grade school children to the high school to acquaint them
with it.
Programs of entertainment at grade schools.
Unusual scholastic achievements of grade school children.

SCHOOL OFFICE

Probably the principal is a more important source of news than any
other person. He may have stories of: —
Important coming events such as assemblies, programs of enter-
tainment or educational significance.
Changes in the faculty.
New classes organized or contemplated and old ones discontinued.

Changes in daily routine, in policies of the school, of activities, athletics, and the like.

Observance of special occasions such as holidays and anniversaries.

Honor rolls.

Plans for enrollment for the coming semester.

Plans for commencement.

Honors won by the school.

Changes in or explanation of various requirements such as for graduation.

Attendance officers should have stories of: —

Absences, tardies, and the like.

Unusually good days of attendance.

Absences during epidemics.

The most common excuses for absence.

The most unusual or bizarre excuses.

Activities and duties of orderlies and service clubs in the school and changes in the membership thereof.

SUPERINTENDENT'S OFFICE

In general, matters concerning the entire school system.

Special messages to the student body, particularly on occasions such as at the beginning of the school year, before Christmas vacation, and commencement.

Interviews after attendance at educational meetings and conferences and in connection with such affairs when they are held locally.

The school purchasing agent should have stories about: —

School supplies.

Statistics regarding finances and equipment.

Stories of maintenance and repairs of buildings (these may be obtained from the building superintendent).

COMMENCEMENT

Speakers.

Valedictorian.

Programs.

Social activities such as the junior-senior prom.

Future plans of graduating seniors.

The list of graduating seniors.

Senior rings and pins.

Graduation announcements.

Measurements for caps and gowns.

Announcements of honors and scholarships won by seniors.

CLASSROOMS

Unusual assignments.

Unusual methods of conducting classes.

What students write in their notebooks and how they take notes.

Humorous and freakish mistakes in recitations and examinations.

Bluffers, their methods, and how teachers do or do not "get wise" to them.

Up-to-date methods in "apple polishing."

Interviews with teachers on how long it takes them to discover the brilliant students.

Humorous mistakes (they are particularly frequent in foreign-language classes).

Students' methods of reviewing for examinations.

Teachers' opinions as to the best way to review.

Individual and class projects, especially in manual training, mechanics, agriculture, sewing, cooking, printing.

The most outstanding individual projects: who made the best wood-working product, garment, etc.?

Exhibits, fashion shows, and the like.

How many jobs does the printing department handle each week or month?

How many jobs does the auto mechanics department handle each week or month?

Exceptionally difficult or ambitious projects undertaken by the printing department.

Wit and repartee in classrooms.

Music-department concerts; small group organizations; entertainments in school and through city.

Growth and development of musical organizations.

Activities of small groups such as vocal quartets, small instrumental ensembles, and the like.

Co-operation of manual-training, art, etc., departments in dramatic and musical productions and other public programs.

Outstanding student reports, papers, and the like in history, English, economics, and other classes.

Arguments and discussions in classes.

SPORTS

Advance and folo stories on every contest, both interscholastic and intramural, for all sports: football, basketball, track, tennis, swimming, baseball, horseshoes, etc.

Where are last year's stars?

Prospects for the season in each sport.

Dope about records: state, conference, district, etc.

Personal news about coaches and players: their likes and dislikes, ambitions, superstitions, favorite subjects in school, how they spend summer vacation.

Improvements in athletic equipment, such as field, gym, tennis courts.

Purchase of new uniforms and other players' equipment.

Changes in rules of games.

Coaches' and officials' interpretation of difficult points of rules.

Selection of yell leaders.

History and other facts about school yells, songs, etc.

Incidents during practice.

Coaches' methods of training players.

Honors won in past years: championships, awards, trophies, etc.

How the school's athletic program is financed.

Activities of the letter men's club (see suggestions for clubs).

Hunting, fishing, skiing, swimming, boating, hiking, and noncompetitive sports in general.

Interviews with visiting athletes and coaches.

Interviews with officials on "how they saw the game"; on their reactions to the attitudes of the crowd and players; on their opinions of outstanding players.

College athletic careers of officials and coaches.

Grade school athletics.

Playground activities.

Physical-education classes: class work, exhibitions, outstanding individual students, etc.

Interviews with athletes about the game: "my first game"; "my biggest moment in a game"; "my hardest game," etc.

Interviews with coaches on points overlooked by fans and sports writers.

Experiences of student fans who make trips to games.

Interviews with substitutes on how it looks from the bench, how it feels to be on the bench, etc.

Athletes with the largest feet, biggest appetites, etc.

Rules governing interscholastic contests: eligibility and the like.

What are training regulations?

What athletes think about during time out.

Selection of all-time school team by old sports fan such as faculty member, alumni, or citizens of the town.

Personality sketches of individual players.

Athletes with outstanding physical proficiency; for instance, the one who can "chin" himself the most times.

Scholastic standings of athletes.

Athletes who are working their way through school.

MISCELLANEOUS

Symposium interviews (stories made up of answers of a number of persons to a question or several questions) : —

How many books have you read during the past week, month, year?

How many students do you know by name?

What would you do if you had a million dollars?

What — or who — is your favorite song, radio, or movie star, teacher, character in history or fiction, food, sport, subject in school, etc.?

Pet aversion.

Opinions regarding matters of current interest or importance: fashions, fads, movements in school or before the general public.

Straw ballots near election time.

Interviews with students on "the most exciting moment of my life," "my most interesting experiences," etc.

Tallest, shortest, youngest students in school.

Twins in school.

How many students have red hair? How many wear glasses?

Interviews with foreign-born students.

Native states of students and teachers.

Freshmen's and other new students' impressions of the school.

Information helpful to freshmen: location of various departments, school traditions, etc.

Scholarships: to whom awarded, purpose of, by whom or what agency provided.

Activities of the clubs, organizations, classes, and school at large in charities, especially around Christmas time.

Holidays; special observances, Education Week, Health Week, etc.

Growth and history of the library.

Examination times; burning midnight oil, etc.

Grade reports.

Birthdays of students on such days as Christmas, Fourth of July, etc.

Students of the same birthdays and the same ages.

Brothers and sisters in school together.

Community affairs in which students are interested such as concerts, plays, activities of civic organizations, P.-T. A.

Library staff personnel.

New books and periodicals in the library.

Advice on what to read.

Library rules.

How to find material in the library.

Number of students using the library each day.

Individuals who use the library the most.

Duties of library assistants.

Interview with librarian on most popular books and periodicals.

Number of volumes in the library.

Growth and history of the library.

Locker rules.

Installation of new lockers.

Locker inspections.

Objects of curious interest around school, such as relics, works of art, exhibits, trophy cases.

Animals around school.

Epidemics.

Transportation of students.

Students who live the greatest distance from school.

How many students ride bicycles, own their own cars, ride horse-back to school?

Oldest and most unique student-owned cars.

Changes in the weather.

The biggest laugh of the week.

Student-body and class elections.

Rallies, bonfires, etc.

All-school social functions.

How student body funds are managed.

What boys dislike most about girls and vice versa (symposium interview).

Latest slang expressions.

Interview with a good advertiser on the most popular candy bars, sodas; colors and styles in neckties and other wearing apparel, etc.

Students' nicknames and how they originated.

Lost and found articles.

School traditions and how they originated.

Stage equipment such as lights and curtains.

Observance of anniversaries such as Washington's birthday.

Big Sister movement and activities.

SUGGESTIVE EXERCISES

1. Make a statement of policies you think your paper should adopt to promote the welfare of your school. Write an editorial dealing with a timely topic that exemplifies one of these policies.

2. Study a recent copy of your school paper to find as many ideas as you can for editorials; make a written list of the ideas.
3. Ask five of your friends who are not working on the paper to read the editorials of one issue and comment on them. Write a report of their comments, to be read and discussed at staff meeting.
4. Make for yourself a copy of the runs on your school paper and try to think of an original tip for each one.
5. Find in the exchanges five ideas for stories for your paper.
6. Arrange to interview a prominent citizen of your community. First, inform yourself thoroughly as to his sphere of activity and make a list of questions you will ask him and of topics you will discuss with him. Try to prepare yourself to discuss his interests intelligently. Write your interview for your school paper.
7. Make a critical study of five consecutive issues of your school paper, in the matter of its play of advance stories. Note particularly the lead stories. Endeavor to find whether or not the paper is realizing its best possibilities in the matter of covering advance stories.
8. Find through your local chamber of commerce and other business and civic organizations the names of prominent persons known to be planning to visit your city during the remainder of the school year and make plans to interview them.
9. Count the students' names in one issue of your paper and endeavor to determine whether or not the paper is printing as many names as it should.
10. Find five types of material on the feature pages of exchanges that seem to be adaptable to your own paper.
11. Make a comparison of your newspaper's headline schedule with that of one of your exchanges.
12. Let the staff undertake as a project the building or revision of the paper's style sheet. It should obtain copies of style sheets of other papers to use as models.
13. Make a list of material you consider essential in the equipment of your school newspaper office.
14. Find examples in daily newspapers of a half-dozen captions and cut lines.

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CHAPTER XXVI

ADVERTISING

Opportunities. High school and junior college students can gain valuable training and experience in the advertising department of the school paper. A person conducting a small business is likely to have to write his own advertisements. Clerks and even department heads in large stores can often co-operate advantageously with the advertising staff if they understand the fundamentals of advertising appeal.

Other business activities of the paper provide valuable experience also, since the fundamentals of all kinds of business are similar.

The Business Staff. At the head of the business staff is the editor and publisher. The executive head is the business manager; his position corresponds with that of the managing editor on the editorial staff. School papers that have to build up their own circulation will have two divisions of the business staff, advertising and circulation, with a manager in charge of each.

Many schools use the compulsory student activity-fee plan for subscriptions. This is an excellent plan although it deprives the staff of opportunities for valuable experience in promoting circulation.

The Business Manager. On the shoulders of the business manager falls the responsibility of making the newspaper financially successful. He has charge of supervision of accounts, advertising, and circulation. Therefore it is important that he understand bookkeeping and office practices and that he have experience in advertising and in the circulation department.

The business manager and his assistants will have to keep all accounts in accordance with approved practices in bookkeeping. Bills should be sent out promptly at the end of each month. Subscribers should be notified promptly at the expiration of their subscriptions. Accounts should be paid when they are due.

Meetings of the advertising and circulation staffs should be presided over by the advertising manager and circulation manager respectively, but the business manager should attend many of them and should be able to advise, assist, and inspire the workers in these departments.

The business manager should balance his books at least once a month and prepare a financial statement. A sample form for such a statement is shown at the end of Chapter XXXI.

Advertising Problems. Although probably a small number of high school and junior college newspapers have a problem of circulation promotion, nearly all of them are confronted squarely with the problem of selling enough advertising to make the paper pay. In most instances the greater proportion of the income must be from advertising. No doubt it would be undesirable for the paper to be supported in such a way that it would not need advertising. It is most valuable only when the students have to struggle to support it.

The Advertising Staff. Work of the advertising staff falls into several classes: writing advertisements; selling them; maintaining contacts with advertisers; collecting; working with the printer. The business manager will take charge of the collecting. Relations with the printer are largely in the hands of the advertising manager and the editor. All staff members should have experience both in selling and in writing ads. However, many will prefer to specialize in one or the other. If it seems desirable there can be an assistant advertising manager in charge of writing ads and another in charge of selling.

The number of persons on the advertising staff will depend on the size of the business area to be covered. One student can contact from a half-dozen to a dozen firms. The clientele of the newspaper's advertising staff will be constantly shifting. Therefore the staff must be constantly seeking new advertisers.

The advertising staff should include younger (that is, lower-class) students. Nothing will advance the business department more than accumulated experience of staff members. Capabilities of new members should not be underestimated.

Writing the Advertisement. Methods of making advertising layouts were described in another chapter. Ad writers should keep it in mind that they are appealing primarily to students. They must emphasize the materials that will appeal to students

and that students are likely to buy. It is apparent that some places of business would profit little from advertising in a school paper while others will find the school publication probably a better advertising medium than the professional newspapers.

The printer should provide a good mat service for the advertising staff.

Students who write ads will have an advantage if they have studied art, although this is not necessary. They should make every effort to have their layouts neat and attractive but not ornate. It is worth while to write ads somewhat larger than the advertiser is expected to take. Sometimes he will accept such an ad; and if he does not he will tend to take a larger one than he would have taken had he not seen the large layout that had been prepared for him. Ordinarily it is easy to reduce the size of an advertising layout unless it contains a large picture.

Pictures need not be drawn in detail in the layout. Even the student who is not adept at drawing can work in the outlines of the picture by means of carbon paper.

Planning the Campaign. There will be several campaigns during the school year, the most extensive one at the start, another for Christmas, one for Easter, and another for commencement. There may be smaller campaigns at other times. The advertising manager should have a list of the firms regarded as probable advertisers and another list of other places of business to be solicited. These places will be discussed in staff meeting and efforts made to discover the most logical and plausible way to approach them.

It will be a busy time for the ad writers. Usually no business firm should be approached without a layout, possibly several of them. Even if the advertiser insists on writing his own advertisements, he will be more interested because of the layout.

Probably the staff will spend several days writing advertisements before they attempt to solicit. In writing layouts for a business firm, the student should keep in mind what the firm usually advertises in the daily papers, its slogans or other favorite advertising devices, what goods it sells that would appeal to students, what merchandise is of timely interest because of the season of the year or of current events, fashions, and modes of thought. The advertisement should be designed to give an impression of unity.

Having written advertisements for the most likely firms in their various sections and having familiarized themselves with the advertising rates and with fundamentals of sales talk, the advertising-staff members are ready to begin soliciting.

Selling Advertising. The day is passing rapidly when the average businessman considers his advertisement in the school paper as a mere donation. Businessmen now realize that students have real buying power and that a great many parents of students are readers of the school paper. It is profitable for businessmen to bid for the good will of young persons who will in a very few years take their places in the adult life of the community. Institutional advertising has a definite place in the school paper.

As a student salesman you should not feel that you are imposing on a businessman or asking favors of him. Any business transaction is logically based on the assumption of mutual benefits. You are merely doing what all human beings do more or less all of their lives: making contacts with other individuals with a view to exchanging mutually beneficial values.

Simplicity and directness are generally preferable in dealing with a businessman. Probably the best time to see him is in the morning; for later in the day he is likely to be busier and also tired and not in as good humor or in the mood for thinking about a new proposition. You should, if possible, learn the name of the proprietor before you call on him. It might be as well not to make an appointment, for in that case the prospective advertiser will tend to build resistance ideas in his mind. A businessman has little time for inconsequential talk. On the other hand he has time for business talk, for that is part of his work.

Your task is to show him the possibilities of improving his business by advertising in the school paper, and also the services the paper can render. You have logical reasons for believing such advertising will be valuable; you have the facts to support this belief. You present your facts simply and clearly. You do not try to persuade the merchant against his will, but allow the facts to speak for themselves.

Some Facts about Advertising. Student readers of the paper are not always inclined to be interested in the advertising unless something is done specifically to create such interest. This is one of the points on which the staff must campaign constantly and

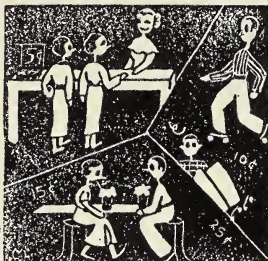
A Survey Showing . . .

EXPENDITURES of STUDENTS of B. H. S.

YES, High School "Kids" do a great deal of shopping around . . . Maybe most of what they spend IS in small sums . . . But there are 2,000 of them in Boise . . . and—

It all adds up to

\$374,558.63 a year—which you must admit is **BIG MONEY!**



Compiled
and Edited by
MERLE RANKIN
B. H. S., '37

Mr. Boise Business Man:

You are, of course, interested in our high school and its activities. Perhaps you have advertised in the High Lights, E. H. S. newspaper, because it is an activity worth encouraging.

But there is more than a sentimental reason for you to advertise in the High Lights

The buying power of the student body is \$374,558.63 a year.

Boise high school teachers have a buying power of \$100,000.00 a year.

Besides—and this is important—practically all of the parents of the high school students read the High Lights eagerly. And they represent 1200 substantial, stable Boise homes.

Mr. Boise Business Man, this looks like something for you to think about when planning your advertising budget

The above figures were obtained as a result of a careful, scientific questionnaire during the fall of 1936. Twenty-five girls and the same number of boys were selected from each of the four classes in the high school. Each was given a blank form questionnaire and asked to make a careful estimate of his expenses during the year, and to fill in the blanks. The figures thus obtained were then totaled, and the averages obtained for an individual. This average, multiplied by the total enrollment in the high school, gave the figures obtained in this pamphlet. Every effort was made to have the students be careful and conservative in these estimates.

(Signed), MERLE RANKIN, '37,
Boys' High Lights.
DWIGHT E. MITCHELL,
Writing Advisor.

MISCELLANEOUS ARTICLES

Boys—

ITEMS	Totals for 100 Boys	Totals for 1000 Boys
Toilet articles	\$ 259.10	\$ 2,591.00
Jewelry, books, etc.	906.25	9,062.50
Theaters	1,296.55	12,965.50
Candy, sodas, etc.	1,280.25	12,802.50
School expenses	1,463.63	14,636.30
Automobile	1,658.45	16,584.50
Sports	737.68	7,376.80
Trips	4,618.40	46,184.00
Dances	459.80	4,598.00
Miscellaneous	2,087.50	20,875.00
TOTALS	\$ 11,602.70	\$116,927.00

Girls—

ITEMS	Totals for 100 Girls	Totals for 950 Girls
Cosmetics	\$ 866.40	\$ 8,480.80
Jewelry, books, etc.	938.75	8,870.62
Theaters	1,026.89	9,754.60
Candy, sodas, etc.	720.50	6,831.20
School expenses	1,153.06	10,954.07
Automobile	502.71	4,775.75
Sports	327.00	3,105.50
Trips	2,348.28	22,308.66
Parties	668.50	6,350.75
Miscellaneous	1,571.67	13,030.87
TOTALS	\$ 9,427.77	\$ 89,563.81

TABULATIONS FOR CLOTHING

Boys—

ITEMS	Totals for 100 Boys	Totals for 1000 Boys
Suits, sweaters, etc.	\$ 3,175.22	\$ 31,752.20
Overcoats	821.00	8,210.00
Hats	236.93	2,369.30
Shoes	1,215.97	12,159.70
Socks	493.55	4,935.50
Shirts	824.01	8,240.10
Pajamas, shorts, etc.	421.60	4,216.00
Ties, scarfs, gloves, etc.	497.94	4,979.40
TOTALS	\$ 7,504.42	\$ 75,044.20

Girls—

ITEMS	Totals for 100 Girls	Totals for 950 Girls
Dresses, sweaters	\$ 4,150.48	\$ 39,515.06
Coats	2,041.34	19,392.73
Hats	354.38	3,365.61
Shoes	1,201.31	11,412.44
Hose	942.20	8,950.91
Lingerie	702.50	6,673.75
Gloves, scarfs, bags, etc.	390.75	3,712.12
TOTALS	\$ 9,791.96	\$ 93,023.62
GRAND TOTALS	\$ 38,416.85	\$374,558.63

Facsimiles of a four-page survey printed by Boise High School students to convince prospective advertisers.

on which it requires and is entitled to help from the editorial department.

There is reason to believe that the average student spends more money in a year's time than most persons realize. A survey in one high school of approximately 2000 students disclosed the fact that apparently the average student, during the year 1936-37, spent approximately \$175, making a total of \$350,000.

This is a greater amount than the businessman can afford to ignore if he carries goods that students regularly consume.

Students also have a great deal of influence on what their parents buy. This fact is made use of by such advertisers as automobile manufacturers; therefore the school newspaper should not overlook it.

Answering Objections. Every advertising solicitor will have to judge what to say and how to act according to the circumstances in which he finds himself, with each prospect. There are certain fairly common objections which he will meet frequently and he should know how to deal with them, as follows: —

MERCHANT. I can't contract for any advertising this year because I haven't made any provision for it in my budget.

SOLICITOR. Mr. Brown, your budget isn't so rigid that you cannot take care of emergencies such as this.

MERCHANT. Your rates are too high.

SOLICITOR. A 40-cent ad in our paper will be seen by 2000 students and as many other persons. That costs you one one-hundredth of a cent a person.

MERCHANT. Students don't read the advertisements in the school paper.

SOLICITOR. They will read them if they are written with the right kind of appeal.

MERCHANT. I haven't had any results from the advertisements I published in your paper last year.

SOLICITOR. That isn't the fault of the paper nor does it prove that advertising doesn't pay. The ads themselves did not have the proper appeal.

MERCHANT. I'm doing well enough without advertising in your paper.

SOLICITOR. You don't mean to say that you don't want to increase your business if you have a chance.

MERCHANT. I'll put in a small ad if you'll publish a news story about my new line of goods.

SOLICITOR. I have nothing to do with the editorial department, but I know that we require that all ads be paid for and be published so that they can be easily recognized as ads. If we did not follow this policy our paper would lose the respect of the student body.

MERCHANT. The daily papers have ten times as many subscribers as your paper.

SOLICITOR. But our paper has a select circulation. Out of the subscribers to the daily papers there are very few who read every page; our subscribers read every word. They can't help seeing the advertisements.

MERCHANT. I'll run a small ad in your next issue but I don't want to sign any contract.

SOLICITOR. All we want is for you to sign an order for the ad that you want to publish. That leaves no chance for misunderstanding later.

MERCHANT. Well, I believe the school paper is a good thing and I'm willing to help it along; so I'll give you a small ad.

SOLICITOR. Mr. Brown, I wouldn't ask you to advertise in our paper if it were not good business for you to do so. We don't want donations; I'm offering you a business proposition which if handled right will increase your earnings.

MERCHANT. Students don't pay any attention to the advertisements in their paper.

SOLICITOR. That depends on how the ad is presented. They will read an ad that appeals to them and our advertising staff is producing that kind of ads.

MERCHANT. Do you have any more of those ads with you?

(Solicitor exhibits a number of ad layouts and closes a good sale.)

If the solicitor is well informed as to the possibilities of his paper as an advertising medium and will set forth these possibilities in a positive, forceful, courteous manner, he will be successful. The merchant, after all, is looking for opportunities to stimulate his business and to make the name of his firm well and favorably known.

Advertising the Advertising. Many merchants undoubtedly have a just complaint when they say advertising in the school paper does not pay. The commonest reason for this fault is that neither the businessman nor the student expects the advertisements to be productive. The advertiser regards his ad as a donation to a school activity. Not expecting results from it, he is

careless as to how he prepares it. His carelessness inspires carelessness in the student and since the advertisement is never expected to produce results, it does not do so.

Another common cause of inefficiency is due to lack of understanding of what will appeal to students. A grocer might well advertise coffee, flour, and vegetables with a view to reaching the mothers of students; but he could hardly expect students themselves to respond to such advertising. This same grocer might, however, appeal to students by suggesting these commodities in connection with picnic lunches or by advertising his stock of candy or school supplies.

Probably few school newspapers do all they might to make their readers appreciate the advertisements. Students tend to be careless in their reading and not inclined to feel responsibility toward the advertisements. It is the duty of the staff to create interest. It is essential that the paper be popular and attractive. The advertising staff must seek in every way possible to cooperate with the advertisers.

The staff should not overlook any chance to play up the element of news in advertising. Keep the advertising abreast of the times. There are many events of public interest that advertising can be connected with; often there are events in a business institution that furnish the occasion for an advertisement. For instance a clothing store may have just the thing to wear at the big football game; it may be opening or enlarging a department. Pictures and words in the advertisements should speak to the students in their own language. If possible, names of students or other persons of interest to students should be used in the advertisements. Likewise the ad writer can make use of current topics of interest, popular catch phrases, and the like.

Some of the media of publicizing the newspaper's advertisements are the columns of the paper itself. There should be an occasional front-page story discussing the advertisements. The paper should now and then run an advertisement of itself, giving facts regarding ads in the current issue and discussing the work of the advertising staff. The school's system of daily announcements can be utilized for publicizing the advertising.

Perhaps the commonest method of stimulating interest in advertisements is by use of contests with prizes offered. An ad-

vertising-writing contest open to all students in the school will sometimes stimulate interest. Some advertisers will offer prizes to students who respond to their ads in certain ways. For instance a drugstore may give a free chocolate sundae to the first student who appears in the store with a copy of the paper after it is distributed. Or he may insert in the advertisement a cryptogram or hidden meaning of some kind, with a bargain for the first student to solve it. The advertising manager may persuade a group of his clients to rotate offerings of prizes so that there will be something each week for students to earn.

Sometimes verse or limerick-writing contests are popular. A contest that forces the reader to read all of the advertisements is the best from the point of view of creating in the students the habit of reading advertisements.

Such slogans as "Patronize our advertisers" are of little value. They are tiresome and consequently are likely to create an unfavorable attitude rather than a favorable one. Furthermore they are based on a false assumption. Readers of the school paper are under no obligation to patronize the advertisers; but they ought to read the advertisements.

Keeping Advertising Records. The matter of keeping accurate accounts and knowing at all times the exact state of affairs with each advertiser is supremely important. Contracts with advertisers should therefore be kept in a safe place and in such order that the advertising manager can find them quickly at any time. It is necessary that the staff have a method (see example) of checking advertisements for the respective issues as they come into the print shop.

The business manager should keep the contracts. Rates may differ according to the size of the ad or how much space the advertiser contracts to use during the semester or year. Contracts should be made in triplicate so that the advertising manager, business manager, and advertiser can each have a copy. For advertisers who do not want to sign a contract for more advertising space than they will use in one issue, the following form may be used.

Rate charged _____ Total amount _____

COPY_____

(Advertiser's Copy)

LINCOLN HI TIMES
AGREEMENT

_____, agrees to use _____ column inches of advertising space in

the LINCOLN HI TIMES during the school year 1936-1937.

BY _____

(Times Representative)

RATES		Tentative Schedule of Issues	
		FIRST SEMESTER	SECOND SEMESTER
1 to 29 col. inches.....	40c per inch per issue	September 25	January 29
30 to 99 col. inches.....	35c per inch per issue	October 2, 9, 16, 23, 30	February 5, 12, 19, 26
100 to 199 col. inches.....	30c per inch per issue	November 6, 13, 20, 27	March 5, 12, 19, 26
200 col. inches or more.....	25c per inch per issue	December 4, 11, 18, 24	April 2, 9, 16, 23, 30
Full Page Ad.....	\$27.50 per issue	January 8	May 7
Double Truck.....	\$50.00 per issue		

Herewith is a form for a chart on which the advertising manager may make a record of the advertisements when he takes them to the printer: —

LINCOLN HI TIMES -- AD CHART -- For Semester (dates)

(Figures under dates read, "2 columns, 5 inches", etc.)																	
NAME OF FIRM	Solicitor	Contract	Rate	1/31	Total for month	2/7	2/14	2/21	2/28	Total for month	3/7	3/14	3/21	3/28	Total for month	Etc.	Total, Semester
Adams Candy Co.	Black	100 in.	35¢	2/5	10 in.	1/6	1/4	2/4	1/6	24 in.	2/6	2/6	1/8	2/3	38 in.		160 in.
Brown Clothing Co.	Johnson	--	40¢	1/6	6 in.	1/4	2/7	3/9	1/8	52 in.	2/1	2/3	1/2	1/5	15 in.		121 in.
Doe Hw Co.	White	50 in.	40¢	1/2	2 in.	2/3	1/1	1/1	1/3	11 in.	0	0	1/6	2/8	21 in.		50 in.
Jones Drug Co.	White	30 in.	40¢	1/2	2 in.	1/2	1/3	1/3	1/1	9 in.	1/1	1/3	2/4	2/5	22 in.		62 in.
Smith Dept. Stores	Wagner	--	40¢	2/6	12 in.	2/7	3/8	3/10	3/8	92 in.	1/9	0	0	1/7	16 in.		200 in.
Porter Co.	Smith	100 in. 150 in.	35¢ 35¢	--	--	--	--	--	4/10	40 in.	3/6	2/10	2/10	2/12	82		250 in.
Park Theater	Black	--	40¢	1/16	16 in.	0	1/12	0	2/9	30 in.	0	0	0	0	0		46 in.

Determining Advertising Rates. It is difficult to establish a basic rate for advertising or a standard by which to judge. Some school newspapers determine their rate by finding how much it will cost them to publish the paper, how much revenue they may expect from subscriptions, how much advertising space they can hope to sell, and therefore how much they will have to charge for it to furnish the amount of money they will need. This procedure is frequently a satisfactory solution to the problem.

Theoretically the rate should be governed by supply and demand. The difficulty here is that there is no way of determining how much this should be. Business is completely committed to the belief that advertising pays, but there is still no way of determining how much value there is in any specific advertisement. An advertisement that seems to have no "pull" may leave an impression on some person's mind and bring results years later.

Actually many of the larger school papers charge about fifty cents a column inch, although some are as low as twenty-five cents and some as high as a dollar an inch for each insertion.

The rate should be lower for large ads and perhaps for long-time contracts.

Small mimeographed papers will have a much lower rate. To a degree the value of advertising tends to be governed by the rate; that is, if the rate is high the amount of advertising will be less and therefore what advertisements there are will be more conspicuous, so that their value is relatively high. On the other hand a low rate will tend to fill the pages with many advertisements so that the value of each is lessened.

There is considerable difference of opinion as to how much space on a page should be given to advertisements. The large daily has so many pages that no one could read them all; therefore it is perhaps just as well to fill three fourths of the space on each page with advertisements. In the case of a four-page school paper probably half of each page except the front page and editorial page is a fair amount. When advertising is heavy it is better to have a few ads on the editorial page than to overload the other two pages excessively. Since there are usually some slack times when the paper has less than the normal amount of advertising it must sometimes carry more to strike a proper average. Custom dictates that there shall be no advertising on the front page.

SUGGESTIVE EXERCISES

1. Write an essay on the value that a knowledge of advertising can be to you in the vocation you expect or are most likely to follow.
2. Possible valuable interviews: —
 - a. With a professional advertising man, on opportunities in advertising as a vocation: qualifications, training needed, etc.
 - b. With the business manager of a newspaper, on how his advertising department is organized, how it functions, what its part is in the general conduct of the paper.
 - c. With a successful businessman on the use he makes of advertising and his philosophy regarding it.
 - d. With an advertising man or businessman on the various media of advertising and their respective advantages and disadvantages.
3. Write a series of advertisements for your paper for the four weeks' issues preceding Christmas, for a certain type of store or merchandise: drugstore, sporting-goods store, beauty parlor, ladies' ready-to-wear, etc.

4. Make a list of events during the school year that you can refer to in your advertisements to make them timely: for instance, Armistice Day, the big football game of the season, Christmas, Washington's Birthday, Easter, Commencement. Now make up a series of a half-dozen or dozen advertisements for a type of firm or merchandise, centering the theme of the ads around these various events.
5. As a matter of practice in writing advertisements, take three large ads from a daily newspaper and by omitting some of the material reduce it to half its original size; aim to keep, as much as possible, the tone of the original ad.
6. Let the business staff conduct one or more of the following surveys: —
 - a. Make an itemized list of the 20 commonest commodities the students buy, such as clothes, books, sodas, theater tickets, shoes, shirts, lingerie, dresses, and the like. Have a representative group of 100 students estimate the amount of money they spend each year for the various items. Total replies and make up a printed or mimeographed pamphlet of the results, to be used by the advertising staff as a sales point.
 - b. Make up a list of a dozen staple commodities such as coffee, shoes, flour, breakfast foods, and the like. Read the list, one item at a time, to a representative group of students who have not seen it. As each item is read, have each student write the names of the first three brands that he thinks of. Make a tabulation of the result and see if there is any correlation between the trade names most familiar to the students and the advertising of the respective products.
7. Let each member of the class write an advertisement that seeks to create interest in the school paper's advertising. It should aim to present facts about the advertising and the part it plays in supporting the paper; facts the students probably do not know.
8. Find a logical basis for working out a fair and equitable rate of advertising for the school paper, making use of the principles discussed in this chapter.

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CHAPTER XXVII

CIRCULATION

Circulation Plans. Circulation is of utmost importance because it determines the value of the newspaper as an advertising medium. Therefore the circulation manager of the school publication has an important job. His duties are to build circulation and to distribute the paper to its subscribers.

School newspapers that have a compulsory subscription through the activity-fee plan hardly need a circulation manager unless they are trying to build circulation among alumni and other persons not attending school. In schools that do not have the compulsory subscription there are two methods of building circulation, the noncompulsory activity fee and direct subscriptions. Under the activity-fee plan the student pays a certain amount of money and receives a ticket which entitles him to certain privileges, usually including a subscription to the school newspaper.

Activity-Fee Plan. If the school has the noncompulsory activity-fee plan, promotion of its sale will be in the hands of a general student-body organization or of the faculty, with representatives from the various agencies benefiting. In such cases the editor and circulation manager should be the newspaper's representatives.

One of the most important agencies for promoting activity ticket sale is the editorial department of the newspaper. The circulation manager can expect the paper to push the sale of activity tickets by giving generous space to news and features and editorials during the campaign. As the newspaper's representative on the activity ticket-sales committee, the circulation manager is important. Not only does he take part in all the deliberations and planning of the committee, but also, with the editor, he directs the work of the most powerful single agency, the newspaper, in pushing the campaign.

A considerable percentage of the students will buy activity tickets without being urged, since they will see the advantages of the plan over the haphazard method of every activity's financing itself as best it can. There will be other students who can be induced to buy activity tickets with a minimum of persuasion; but there will also be a great many others on whom the committee will have to exert all the pressure it can summon.

The great selling point is: by the activity ticket plan the student is enabled to enjoy privileges for only a fraction of what they would otherwise cost. A ticket selling for a dollar may provide a subscription to the school paper and admission to a half-dozen or more athletic contests and to several programs of entertainment.

All of these privileges might cost five dollars if paid separately. The reason the ticket plan can be so much cheaper is that it increases the total number of participants, thus making the price proportionately less for each; also it enables those in charge of the various activities to know in advance how much money they will have, so that they can make their plans with a greater feeling of security. Its greatest value is that it enables vastly more students to enjoy the privileges it provides.

Following are two small examples of ticket-sale promotion by school newspapers.

One way to encourage subscriptions is to provide a convenient form: —

No. 1862	Pledge Card	1935-36
<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Last Name in Capitals First Name </div>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Roll</div>
<p>I here agree to purchase 36 activity stamps at 10c each for the school year 1935-36. I understand that all student activities are budgeted and are depending upon my support in keeping this pledge. I also understand that by keeping my card paid up I shall receive a copy of each issue of Whims and Sealth and admissions as published.</p> <p>The stamps are to be paid for at the rate of 10c a week or in multiples of 10c.</p>		
<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>		<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>
Student's Signature		

Following is a clever gentle "hint" to prospective subscribers: —

**FLASH! AND SOLUTION
TO MYSTERY IS FOUND**

Flash! The student around school is really looking ahead (pardon us, Mr. Moore).

Does he spend his dad's hard earned nickels for Wrigley's? No. Does he miss the latest Ginger Rogers picture? Yes. Does he buy a hot-dog instead of a club-house sandwich? Yes.

These and other displays of economy make us wonder if "her" birthday is soon, if he really made so many New Year resolutions, or if he has a sudden desire to be different (like Clarkum Gableum).

But after a little time for solution, we realize he is looking ahead to the near future when he will be asked to pay his pledge toward our high school newspaper.

— *News*, Beaumont, Texas

Direct Subscriptions. When the school's newspaper circulation is by the direct-subscription method, the circulation manager has a more difficult job. The very existence of the paper depends on the work of the circulation staff at the beginning of the year. Expenses have to be met partly by subscriptions. Success of the subscription campaign will decide, to a large degree, the income from the main source, advertising. If the paper is circulating only among a third of the students it will not be a very attractive medium for advertisers and cannot expect to charge a substantial advertising rate.

The subscription campaign will have to start as soon as school opens. Many members of the circulation staff will have had experience in the preceding year. To start with a wholly inexperienced staff would be a serious, though not insurmountable, difficulty. Furthermore the circulation manager should have his plans formulated before school opens. These plans will in-

clude production of subscription blanks, records, receipts, files.

Mailing. Occasionally alumni living in distant places subscribe for the school paper. Probably the paper should be sent regularly to members of the school board, editors of local papers, and other persons who may have special interest in it. The circulation department may also take charge of mailing exchanges. In this case the circulation manager will have to have a working understanding with the exchange editor, as both will be using the exchange files. An alert circulation manager will check with the postmaster for the most economical way of handling the mailing.

Methods in Promotion. The circulation staff will have to make use of every means at its command to advertise the paper. The greatest effort should be directed at the freshmen. Being new in the school, they have no way of judging the relative values of numerous phases of school life. If left to themselves they might become indifferent toward the school paper. Once this attitude is created it is likely to persist through the remainder of their school careers. Succeeding freshman classes are likely to catch this same spirit and the circulation of the paper would then become a difficult problem indeed. On the other hand, sell the freshmen to the idea of subscribing for the paper and they will be much easier to sell in succeeding years.

There are notable similarities in all types of promotion. It is necessary to attract the attention of the people you wish to reach, arouse their interest, create desire for the product you are offering, then lead them to action. The paper itself must be its main advertisement. If it is a paper of, by, and for the whole school and one of superior quality, this will do more toward selling it than any amount of soliciting. However, soliciting will still be necessary.

The circulation manager will have to direct three types of work, promotion of circulation, distribution of the paper, and keeping accounts. Probably there will be work for a dozen or more assistants to the circulation manager. Perhaps he will have three main assistants, one in charge of each of the three types of work.

Circulation promotion will be done through the columns of the paper itself; by means of notices in daily bulletins; by campaigns, and by use of posters. Thus there will be work for art

students in making posters. Probably the first issue of the paper will be distributed to all students free with enclosures or advertisements offering easy means for the students to subscribe. The second issue may also be given away, with the announcement that it is the last for nonsubscribers. The staff can sponsor an assembly to promote the subscription campaign at the beginning of the year with entertainment features and talks by staff members, faculty adviser, principal, or other prominent persons connected with the school. As subscriptions come in, the totals should be added and announced at frequent intervals.

Circulation promotion must be continued during the year. The beginning of the second semester is another time for special campaigning, especially if the subscriptions were for only one semester. Probably some students will want to take the paper the second semester who did not do so the first. Special rates are a good stimulus to early subscriptions. Plans should be made for sale of individual copies. Large circulation at the start of the year is of immense importance since success of the advertising campaign hinges largely on it.

Keeping Accounts. Every student's subscription must be made a matter of record. The amount of money taken in should check with the number of subscriptions. If subscriptions are for different lengths of time they should be kept separate accordingly. The assistant circulation manager in charge of accounts must be accurate and exact in his work.

A good method of keeping records of subscriptions is to record each one on a card and arrange the cards in groups according to classrooms. This is an easy and convenient way to keep an accurate count of the number of papers to go to each room. As subscriptions expire or new ones are added or students change from one classroom to another, it is a simple matter to transfer cards accordingly. As an added precaution against confusion, however, subscribers should be listed in a permanent file according to the date of expiration of subscription.

To enable the business manager to make his monthly financial statement the circulation manager must know at all times how much money has been taken in from subscriptions. A form for financial statements is shown at the end of Chapter XXXI. Subscription price is a difficult matter to decide. One method

is to estimate the probable number of subscriptions and determine what the price will have to be to pay one third of the total expense. This is placing two thirds of the burden on advertising, usually a fair balance.

SUGGESTIVE EXERCISES

1. Let each member of the class or staff write to circulation managers of two high school or junior college newspapers asking for detailed statements of how their work is organized, what some of their principal problems are, and how they have achieved success in their campaigns.
2. Try to determine for your paper the relative values of the circulation methods suggested in this chapter.
3. Investigate the desirability of organizing and promoting a campaign to install the activity-fee system in your school; or if this plan is already installed, conduct a campaign to make it more efficient. Keep in mind the benefits not only to the paper but to the whole school.
4. Develop a regular system of circulation-staff organization whereby lowerclassmen shall serve on the staff and thus gain experience before taking over the duties of circulation manager or becoming main assistants to the circulation manager. Keep it in mind that competition for higher positions is important.
5. Obtain the advice and help of the commercial teachers in developing an adequate system of accounts.

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- HARRINGTON. *Writing for Print*. Pp. 188-94.
HUFF. *How to Publish a School Paper*. Ch. 9.
MILLER. *High School Reporting and Editing*. Pp. 41-42.
OTTO AND MARYE. *Journalism for High Schools*. Ch. 15.

CHAPTER XXVIII

SCHOOL PUBLICITY

The Public-Relations Program. Almost every school has a publicity program. Indeed every high school and junior college comes to the attention of the public whether or not it seeks to. Every day the school makes contacts with its community. Newspapers are constantly publishing news of the school. Students are coming into daily contact with the citizens of the community and helping, consciously or unconsciously, to create the community's impression of its school. There are also the athletic contests and public programs given by the school and the occasions on which patrons visit the school. Larger school systems often have definitely organized public-relations programs. Frequently they have publications which they distribute among patrons for the purpose of interpreting the school program to the community.

Journalism Students and Publicity. Since the school newspaper is an element of the school's public relations, the journalism students are brought into direct contact with this problem. There are several ways in which the public-relations program may be prompted by journalism students.

Staff members need not feel that they are unduly restricted in the conduct of their paper by reason of the fact that the community is conscious of what they are doing and is forming its attitudes toward the school partly from what they print. Realization of this fact should give them a greater appreciation of their part in public life.

The fact that the community is interested in journalism students' work and influenced by it constitutes an additional challenge. Staff members should be constantly aware of the impression of their school that they are creating in the community. The manner in which a story is told may make it

clear to a person who is in intimate contact with the circumstances surrounding the event but give a distorted impression to an outsider. It is the outsider whom the reporter has to consider especially.

There are many phases of school life that the adults of the community are interested in or would be interested in if they could learn about them. Feature articles that explain the various courses and activities; that give an accurate impression of the atmosphere of a classroom; that give significant facts about faculty members, students, or other persons connected with the school; that give a realistic and convincing picture of the effect the school is having on the development of the young persons studying there, can be of almost priceless value to the school in the influence they have on community attitudes.

The school paper can render no greater service, perhaps, than to make the work of the school better understood by the community.

Students and Publicity Media. Journalism students in particular and all students in general may take some part in many of the various publicity activities of the school. Skilled student journalists are frequently capable of writing articles for official publications of the school administrative offices. This type of work is especially valuable because it is somewhat different from work on the school paper.

Community Interests. News is information the public wants; publicity is information somebody wants the public to have. They must both be presented with scrupulous regard for facts. Furthermore, publicity should not be narrow in its scope, for the public may be entitled to information that may even show up faults of the cause it is attempting to promote. Many publicity programs do not give sufficient recognition to this fact.

The publicity program of the schools must be broad. Since the public supports the schools it is entitled to be fully informed about them. Technical and abstruse matters that would only serve to confuse the public and create distorted impressions should be avoided. In the matter of interpretation of the school, the publicity program will, of course, be more thorough than the news.

What does the public want to know about the schools? It is impossible to answer this question so as to include every-

thing. Naturally, it is tremendously interested in the athletic program. Every athletic contest must be covered in the daily papers. But the public also has other interests. It wants to know how the students are progressing in their work. It wants names of students and even of teachers whose achievements are outstanding.

It is interested in the financial affairs of the district, in the building program, courses of study, attendance, pupil health, proceedings of the school trustees. Extracurricular activities other than athletics are often news.

Daily Newspapers. Aside from the school newspaper probably no publicity medium is more attractive to the journalism student or offers more possibilities than the city newspapers. They will accept copy from students if it is timely and well written. They may differ among themselves somewhat in the types of material they want and the way they present it.

One of the most valuable experiences the young journalism students can have is contact with the city editor of a daily newspaper. They should seek his advice and criticism and should carefully note any revisions he makes of their stories.

Publicizing School Activities. There are numerous small ways in which the journalism department can be of service to the school in helping to make a success of various activities and enterprises. School plays, musical programs, and the like need to be written up for the papers. Frequently such enterprises are advertised by printed cards, dodgers, and so on; here the student journalist can utilize his training in the service of the school. Occasionally the school wishes to issue a bulletin for a special occasion such as education week or commencement. Journalism students can give valuable help at such times.

Value of Publicity. Public support is absolutely essential to the school system and it can be secured only by keeping the public convinced that the heavy burden of supporting the schools is worth while. All sorts of institutions and organizations that formerly did not feel the need of making a special bid for public support now have elaborately organized programs of public relations. The schools must keep pace if they are to retain public support.

Some types of publicity have had an unfavorable effect.

Everyone, for instance, is familiar with the criticism that the universities are devoted to athletics and social life rather than to learning. This unfavorable attitude has extended to a degree to the high schools. If a student becomes involved in court action the fact that he is a student may be ever so irrelevant, yet it may be given prominent mention in the news.

By creating a favorable attitude in the community the school gives itself a powerful incentive to achieve the very best of which it is capable. This is a phase of publicity that is worthy of attention.

Publicity in the School. Not least among the possible services of the journalism department is that of publicizing the school to itself. Some activities that are not of a nature to interest the public still need to be publicized in the school. Various groups within the school frequently undertake worth-while projects that depend upon the intelligent appreciation and support of the student body; and the journalism department can create the interest out of which this appreciation and support will develop.

Almost any department of the school may need this help from the journalism department. Dramatics classes may be planning to present a play which they want to advertise among the students with posters, pamphlets, and the like. Some department or activity may be searching for a slogan or the means to publicize a slogan. The school cafeteria may want to put on a campaign to make its services better known to the student body. The art department may be planning an exhibit or the athletic club may be working to present an assembly to raise money for some worthy purpose. The dean of boys may be trying to find jobs for needy students or the student officers may want to propose changes in the constitution. There is an almost infinite range of possible activities in the school that need to be made clear to the students.

Administration problems such as changes in courses of study, in daily routine, or in regulations are matters in which journalism students can help.

Naturally, the school newspaper is probably the greatest single medium through which worthy activities are publicized. Often the publicity is best achieved through co-operation of the journalism department and other departments. For instance,

art classes may make posters and journalism students write accompanying captions or lines.

The Handbook. One of the indispensable means of publicizing a large school to its students, especially the stream of new students coming in each year, is the handbook. There are literally hundreds of facts a freshman needs to know about his school, especially if it is a large one; and there is no one who can tell him what he needs to know, for his fellow students and the instructors alike are too busy. The handbook should be the source of information on all phases of school life and regulations.

It should not be a mere outline of dry facts. It should give the history of the school, its traditions, school songs and yells. It should be written interestingly. Indication of the range of material covered by a handbook is shown by the following table of the contents of a book in a high school of 2000 enrollment: —

Spirit of the School, page 6; Purpose of the School, page 7; History, page 9; Organization, pages 10–19. Under this section are the following items: advisory system, attendance regulations, bulletin boards, cafeteria, clock system, daily schedule, fees, fire drills, library, lockers and locks, orderly service, recommendations of students (a system of faculty rating of students' qualities of intellect, personality, industry, etc.), study halls, system of rooms, and textbooks.

Administration, pages 20–27: including admission, tuition, routine of registration, regulations for enrollment, requirements for graduation, college-entrance requirements, grades, and scholarship.

School curriculum, pages 28–37: an outline of all courses, classified by departments.

Student organizations, pages 38–68: student government, class activities, club activities, social activities, interscholastic activities, honor societies, publications, student-body finance, and general information. This section gives detailed accounts of regulations governing the school's clubs and organizations, the granting of awards, social activities, and the like. It describes each club.

SUGGESTIVE EXERCISES

1. By interviewing the heads of your school system, and possibly the editor of your local paper, find what is being done to make your school known to the community. List the publicity media employed: newspapers, special bulletins, and such, and evaluate

- the work of each in interpreting the school to the community.
2. As a means of broadening your knowledge of publicity work and its importance in life, make a study, similar to the one above, of some other institution in your community that is using publicity; for instance, the chamber of commerce, a political party, or a business institution that depends upon public approval for its success.
 3. Develop a plan for popularizing your own newspaper: formulate aims to be achieved; decide the means you will employ; make a statement of the classes of persons you want to influence, perhaps including students, teachers, and parents.
 4. Make a list of tips or ideas for publicity stories for the patrons of your school.
 5. Make a list of occasions during the current school year when your school will have special occasion for reaching the public: for instance, a school play, musical program, or other entertainment; before school tax-levy elections; anniversaries; launching of building programs; introduction of new courses or other changes in the curriculum; important changes or developments of school policies.
 6. Find examples in news stories of events that could be more thoroughly presented or interpreted in publicity feature material.
 7. Make an outline for a school handbook if your school does not have one; if it does have one, make a study of means for revising it and outline what needs to be done to bring it up to date: material to be omitted, added, changed.

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- HUFF. *How to Publish a School Paper*. Pp. 209-14.
MILLER. *High School Reporting and Editing*. Pp. 42-46.

CHAPTER XXIX

STAFF ORGANIZATION OF THE YEARBOOK

General Considerations. How will the school go about the work of producing a yearbook in which it can take pride? How will staff members be chosen and what should be their qualifications?

Producing a yearbook is hard work. It requires long-time planning. It involves heavy responsibilities. There is hardly another student who has to carry as heavy an extracurricular burden as does the editor. He is the most important individual whose qualities must be considered.

The yearbook editor must be versatile. He should be imaginative and yet he has a great amount of extremely exacting work to do. He must be a leader, able to command the loyalty and good will of his associates.

Other staff heads also carry heavy burdens. Next to the editor in responsibility is the business manager and next to him probably the circulation manager.

The staff needs a considerable variety of talent. Included among its members should be artists, students interested in business, the best writing talent the school affords. Any student who has had experience in printing and one who understands the finer points of photography will be able to render great help. There will be need for a host of salesmen. Handling of groups in taking pictures is a good-sized job for some natural leader. Students trained in commercial work should have charge of the keeping of accounts.

The staff should be a definitely organized group and it should be searching at all times for talented new members. Every effort should be made to inculcate a spirit of unity and group pride and loyalty so that students will appreciate the honor of membership. Applicants for staff membership should have to work

hard to win recognition, but they should be given every help and encouragement from staff members.

The staff should be representative of the student body.

Choosing Staff Members. Probably the best method of selecting staff members is to have appointments made by the faculty adviser. If this seems too arbitrary or autocratic, the appointments could be made subject to approval of the student government or a special committee of faculty members and students. It is not too arbitrary if the adviser will consult with other staff members and with the faculty before taking action. A fairly satisfactory method, especially for institutions of higher learning, is for the faculty adviser to nominate several persons for the leading positions and have the student body or staff elect the ones it wants from among these nominees.

Whatever method of selection is used, staff members should always be chosen on their merit.

When to Appoint Staff Members. Once the yearbook staff is organized on a permanent basis it is easy to maintain it, for all that is necessary is to take on a number of freshmen each fall.

Staff members will tend to divide themselves into two groups, those interested primarily in the editorial side of the work and those who like the business department better. On the business side some will work hardest at salesmanship, others will be more interested in finances. On the editorial side some will take to writing, others to snapshots, others to photography, others to art. The editor, business manager, and possibly some other staff heads should be selected when they are juniors, as early in the year as possible. Appointment to other positions should be preceded by conference with the editor elect and business manager elect. The adviser should take care that control of the annual does not fall into a clique and that staff heads are temperamentally congenial.

Include All Classes. One fault of many yearbook staffs is that they are made up almost exclusively of upperclassmen, especially seniors. Staff heads will find that sophomores and freshmen will often work with more enthusiasm than upperclassmen. Probably there should be more staff members from the lowerclassmen than from the upper.

Staff Unity. Selection of the staff should be on a thoroughly democratic basis. If the adviser is in charge of a home room

he should have it made up of the yearbook staff members. This will create *esprit de corps* and will also give the members opportunity to contact each other daily.

To advertise the annual in the school the staff may occasionally sponsor an assembly. Upon completion of their school careers members should be given awards indicating the positions they held and the nature and extent of their work.

The General Organization. The editorial staff is charged with the duty of producing the very best possible book with the money available. The business staff's responsibility is to make the book financially successful.

The work of the business department is selling the book and keeping accounts of all financial matters. The business manager will need, as assistants, a circulation manager, advertising manager if the annual carries advertising, collectors, salesmen, clerical help. In some schools the circulation department is separate, with the circulation manager ranking on an equal basis with the business manager.

Under the editor will be one or more associate editors and one or more editors for each department of the book. Usually these departments include faculty, seniors, other classes, activities, organizations, athletics, humor, snapshots. Some yearbooks find it convenient to have a managing editor so that the editor will be relieved of administrative work and can concentrate on planning the book. Younger staff members should have a great deal of work to do.

Some department editors will need assistants. There will also be art editors and possibly a division-page editor. Division pages are the title pages for the various divisions or sections of the book. An important position is that of senior editor, as the work of compiling senior accomplishments is an arduous task involving a considerable amount of detailed, exacting work. Duties of the photography editor are also exacting and extremely important to the final appearance of the book.

It may be desirable to have an editor for each of the other classes. To insure that all copy shall conform to style and that it shall be interesting, there should be a copy editor.

Editor's Duties. The editor is head of the entire organization. He will not ordinarily concern himself with business affairs and will always respect the advice of the business manager.

The editor's work should start at least a full year before the book is published. Each year the annual should be outstandingly different from its immediate predecessors. This means that one of the first problems is to find a theme or art motif that contrasts with that of the preceding yearbook. Then the book should be planned so that material will be arranged in an original way and the page layouts will be original. After deciding on the theme in the spring of his junior year the editor should make a tentative dummy of the entire book, with a full plan of every page, before the opening of school the next fall.

This dummy will probably be modified in many ways before the book is finished; but making it will give the editor an understanding of his job that he could gain in no other way and also a basis from which to work.

First problem in the fall is the important matter of contracts with engravers, printers, and photographers. It is especially important to choose a photographer early; for the taking of senior and other individual pictures is a long and heavy task. Most engravers award substantial discounts on materials placed with them early in the year. By December 15 the staff should have a large percentage of all pictures ready, including class and faculty pictures, some groups, views, division pages, football, and a great many snapshots.

The editor will have to familiarize himself with technical matters pertaining to printing, engraving, and photography. There are different kinds of engraving processes that offer possibilities for bringing richness and variety to the book. There are problems and possibilities of typography that will have to be investigated. The printer, engraver, and photographer will be able to help the editor immensely and it behooves him to learn to speak to them in their own language.

The editor is the contact man between the professional workers who are making the book and the staff members who are producing the materials. He must know how to figure the amount of printed material required to fill a given space. He should be able to write copy if necessary, proofread accurately, and make the material conform to style. Other staff members will be responsible for this work but the editor will still have to check over most material before it is irrevocably printed.

The editor must have vision; he must be a worker and a leader.

Main Assistant Editors. Let us consider the duties of assistant editors.

Associate Editor. The associate editor ought to work with the editor in every phase of his job, advising him at every step. If necessary he should be able to replace the editor at a moment's notice and complete his work as originally planned.

Managing Editor. Duties of the managing editor are to direct the work of the staff as assigned by the editor. It is his responsibility to see that all assignments are completed as scheduled by the editor.

Photography Editor. It is the duty of the photography editor to make arrangements for the time and place of taking group pictures, to assemble the groups, handle the taking of names for identification, and assist the photographer in any other way needed. He must assemble the groups within the dimensions specified by the editor. He must remember always that it is impossible to change the shape of a picture.

The photography editor should realize that if the back row is the same length as the front it will actually seem a great deal shorter in the picture, leaving the upper corners of the picture bare. This is owing to the range of vision of the camera lens. All individuals in group pictures should be identified. The only certain way of doing this is to write their names immediately after the picture is snapped. Three or four assistants to the photography editor should rapidly take down the names of individuals in groups while they are still standing in the same position as photographed.

Copy Editor. The copy editor's job is to make write-ups more interesting, see that they conform to style, are grammatically correct, and that they fit space available. He needs above all to be a clever writer, one who can express ideas in words that are lively and interesting.

Art Editors. What the art editors will do for the yearbook will depend entirely on their own creative faculty. There is opportunity for numerous expressions of their talents.

Division pages are usually done by the staff artists; frequently there are also designs for the other pages. Not only should art editors do the major share of exemplifying the theme, they

should also contribute a great deal to developing it. They should visualize its possibilities, its deeper significances. It is not advisable in developing the theme to use the first ideas that one has. One must think over the theme, talk about it in staff meetings and in private with other staff members. Only thus can it be developed in a way that will make the book fresh and inspiring.

Other Editorial Staff Members. Editors of the divisions have several responsibilities. They and their assistants write the copy. They should assist the photography editor when pictures are taken for their respective divisions. They are in charge of identifying individuals in all group pictures. Finally they are general consultants to the art editors with respect to art work for their divisions. Interviews are necessary before write-ups can be obtained.

It is in the division pages that the theme finds its most significant exemplification, whether in drawings or in photographs. The division-page editor must develop ideas and make arrangements for them to be carried out.

Identification of individuals in pictures is usually one of the main tasks of class and organization editors.

Snapshot editors have to be on the job all through the year. Opening days of school are a good time to take human-interest pictures. Each football game should find two or three snapshot editors along the sidelines. It is necessary for snapshot editors to find pictures as well as to take them. Frequent appeals to the students are helpful here.

Sports editors must keep accurate records of events from the spring before the yearbook is issued. Always near the close of the year there are spring sports that occur too late to be included in that year's annual. These events should be covered briefly in the yearbook of the following year. With the beginning of school in the fall, sports editors must keep records of events until the time for sending copy to the printer. To wait until time for the write-up to go to the printer, then hunt back through the records for the scores of games and for other information wanted, is always unsatisfactory. It means poor write-ups, valuable information forgotten, errors, and enormous extra work.

Business Staff. There is considerable difference in different schools in the way the yearbook is financed. In some cases it is subsidized by the school or the student-activity fee. Some yearbooks publish advertising. Some require individuals and groups to pay for space. To make it possible to describe briefly the work of the business-staff members, let us assume that the yearbook is supported by subscriptions, sale of advertising, and payment by groups for space in the book. Let us assume that seniors and juniors will have their individual pictures in the book and that the two lower classes will have group pictures.

Seniors and juniors will start having their pictures taken immediately after school opens in the fall. The senior editor or business manager will take charge of this work. The photographer will have to have a limited number of sittings a day and for this reason the work must start early.

The business manager must beware of allowing any student to have his picture taken before he pays the fee. Laxity in financial affairs always leads to serious trouble. The business manager should have a few assistants in this work. They must be absolutely trustworthy.

Circulation Manager. Selling the book requires campaigning during most of the school year. The circulation manager must have the help of several assistants, including members of the editorial staff. Assisting him will be a public-relations director whose job will be to keep the student body yearbook-conscious. There will be advertising and news stories to publish in the school paper; posters to be hung on the walls; notices for the daily bulletins; occasional stories for the downtown papers; possible radio talks; assemblies. The circulation manager's work will be especially heavy during campaign times, but he will have some kind of appeal to make at least once each week during the entire school year.

Sales Force. Salesmen will carry the brunt of circulation work under the leadership and inspiration of the circulation manager. Every staff member should be a salesman and others will have to be recruited from the student body at large. Always there are students who will volunteer for this kind of work from the sheer love of doing it. Probably the circulation manager will

find it desirable to offer prizes to the most outstanding salesman.

The sales force should see that every student is thoroughly solicited. If he does not respond to the appeals of one salesman he should be solicited by another. Co-operation and persistence often overcome seemingly hopeless odds.

Advertising. If the yearbook contains advertising there will be an advertising manager and staff. They will have to solicit the business institutions of the city. They should also write advertising copy with a definitely institutional appeal.

SUGGESTIVE EXERCISES

1. Let each member of the staff suggest a possible theme for the yearbook. Significant and picturesque phases of life in the local community should have special consideration.
2. Investigate various engraving processes and effects, such as Ben Day, vignette, lithography, and the like, to determine the possibilities for your book. Give close attention to costs.
3. Determine the possibilities for various types of etchings, including linoleum blocks, chalk plates, and similar media.
4. Investigate the equipment, prices, services, and quality of work of the various printers and engravers that are likely to be interested in doing the work of producing your annual, so that you will be better able to decide which ones you wish to have do your work.
5. Make a study, similar to that of exercise 4, of photographers.
6. Write a 300-word paper on the duties of one of the subeditors of the yearbook.
7. Make a plan for organization of the yearbook staff of your school, paying particular attention to the ways in which you may want to modify the organization discussed in this chapter, to meet conditions peculiar to your school. (For instance, the enrollment of the school, size of the yearbook, and amount of money available should be considered.)

CHAPTER XXX

YEARBOOK EDITORIAL PROBLEMS

Fundamental Principles. A school yearbook should be a complete, permanent, largely pictorial record of a school year. It should be produced by and for the students.

Planning the Book. The editorial staff will have to devote thought to every page. This does not mean merely the pages in which there are pictures and write-ups; it means every sheet of paper that is bound in the book and also the covers themselves, their color, texture, design. Some phases of this work will be, to the staff members, a revelation of bookmaking problems.

Although the job of producing the yearbook is complicated the staff must realize that it is simplified when divided into its component parts. Each part is somewhat complicated also, but not too much so. By working on the various parts one soon begins to have a grasp of the entire job, and it becomes exceedingly fascinating. Let us consider what these component parts are and what the problems are in connection with each.

The Theme. The theme furnishes a central idea around which the book is built. A book without a theme would be merely a collection of pictures and write-ups. The theme gives unity, individuality, character. The best theme is one that furnishes a colorful and rich background, that provides a definite suggestion of an ideal, and that is so purely local that no other school could use it.

Some outstanding phase of the community life furnishes a good theme, such as a major industry, a bit of local history, a distinguished character or noteworthy characteristic. Following are themes that have been used in high school yearbooks: Placer Mining, Local School History, Pioneering, Scenic Playgrounds, Roosevelt Dam. Some themes of a more general nature: Gay Nineties, Treasure Chest, Torch of Freedom, Prog-

ress of Education, Transportation, Century of Progress, Modern Inventions, Spirit of Youth.

Selecting Professional Help. Selection of the printer, photographer, and engraver is important. School yearbook work involves some special problems that not all of them are trained to meet. The staff should select its help on the basis of who does the best work with the least expense. Sometimes the staff may have to or want to choose the firm that makes the lowest bid; but it should not be expected to do so as a duty or obligation. Some firms are better equipped than others to do the work and some give better service than others. Some have better craftsmen.

The Photographer. The staff may have one photographer do all of its work or allow individuals to go to the photographer of their choice.

One-Photographer Plan. If individuals go to only one photographer it is comparatively easy to keep records of them. It is only necessary that the staff member in charge have a complete list in alphabetical order of all individuals to be photographed, with which to check each day with the photographer.

One disadvantage of having only one photographer is that it is impossible to rush the work through as fast as with many photographers.

Several-Photographers Plan. One advantage of having the pictures taken by different photographers is that it allows individuals and groups to go to the photographer of their choice. The staff must insist that photographers agree on uniformity of product. The yearbook will be lowered in quality if it has a hodgepodge of pictures with clashing varieties of backgrounds, sizes, lighting, and texture of materials. The staff should refuse to accept work from any photographer who fails to comply with the specifications. Photographers probably will know that glossy prints with sharp contrasts of dark and light are best for engraving purposes.

Following are questions the staff might well require photographers to answer before accepting their work: —

1. Will you furnish sample prints of all photographs?
2. Will you furnish prints that meet the requirements of the engraver as being the most satisfactory for half-tone reproduction?

3. Will you agree to furnish the pictures within a reasonable time to be agreed upon?

4. Will you see that groups are arranged in such way that they will fit the space the pictures are to occupy as planned for in the dummy?

To insure that all photographers' pictures will be as nearly uniform as possible, they should sign a standard agreement somewhat like the following example: —

MEMORANDUM OF AGREEMENT

This is the record of an agreement made this ____ day of _____, 19—, by and between the Lincoln High School YEARBOOK and _____
(*Photographer*) relative to the making of individual portraits for the 19— YEARBOOK.

SPECIFICATIONS

1. Price for sitting and one glossy print for the YEARBOOK ____.
2. Number of exposures allowed ____.
3. Minimum price of photographs for personal use: half dozen ____; dozen ____; two dozen ____.
4. Glossy print to be 3×4 inches, single weight.
5. Faces to be as nearly uniform as possible to one and one-eighth inches from chin to eyebrows, to insure as near uniform head sizes as possible.
6. Background to be medium gray. (See sample.)
7. Price for resitting, for four exposures ____.
8. Photographers agree to do no individual advertising or soliciting, direct or indirect.

(Signed)

(*Photographer*)

(*Yearbook Business Manager*)

(*Yearbook Faculty Adviser*)

Engraver. Following are considerations the staff should keep in mind in selecting its engraver: —

1. How much attention do you give to school annual work?
2. How long has your firm been in existence and what can it show by way of record for past success?

3. What schools have you served in the past and how long did you serve them?
4. Is your equipment such that you can always assure prompt service of the highest quality?
5. What assistance do you provide in the way of advice, personal contact, reference books, samples?

Printer. In selecting professional help in annual productions the staff is always faced with the possibility of jealousies and rivalries. It may or may not find it easy to decide upon a printer. It probably should invite bids from printers. It should take care to insert a clause stating that the staff reserves the right to reject any or all bids. This protects the staff from having to accept the lowest bidder.

The staff should make inquiry into the printers' fitness to do the job, before it awards the contract. What do they have in type faces, equipment for fine press work, skilled craftsmen? This approach to the problem will put the printer on the defensive and may give him an entirely different attitude than he would otherwise have.

Following are some considerations the staff will find important in selecting a printer: —

1. Have you any special interest in producing a fine book or is this just another job for you?
2. Have you samples of yearbook printing or other fine printing work that you have done? Particularly, can you show us samples of your printing of half tones?
3. Will you guarantee to have the book ready for publication within a specified date after receiving the last copy from us?
4. What training and experience have your craftsmen had in this kind of work?
5. Is your equipment well suited to yearbook printing and binding?

Write-ups. Probably journalism has had a considerable influence on the style of writing in school annuals in recent years. Write-ups need not be altogether serious or formal in tone. They should, when possible, be written in the mood, or with the idea in mind, of the theme. They should still be packed with facts. To save space, repetition should be avoided. For example, individuals in group pictures should be identified; therefore

it is unnecessary to name them again in the write-ups. Instead, the write-ups should be devoted to telling important facts and events of the school year, possibly with some statement of the aims and background of the organizations represented.

Sometimes members of the organizations write their own articles for the yearbook. This plan is good if the writer knows his article may be modified to conform to style, fit space, and meet other requirements of the book. The writers should use discretion in applying the theme in their articles. For instance, a pioneering theme would seem to make suitable a somewhat old-fashioned style of writing with slightly simplified or illiterate spelling. Any kind of sea theme suggests the use of nautical terms and imagery. Such adaptation of the writing style to the theme can be easily overdone; it should be little more than a suggestion.

The yearbook may use the down style or the up style or a modification of either. In any case the editor will have many problems with individual words. He must guard against capitalizing words at one time and leaving them in lower case the next. Since the yearbook is a more formal and permanent production than a newspaper, the matter of style, correctness, consistency, requires more care.

If a write-up is too long it cannot be squeezed into the space available. If it is too short it leaves a bad-looking blank space. There is nothing for it but to make the article of exactly the right length. As this is impossible in the first attempt, small additions and shortenings must be made after the article has been set up in type. The last line of each paragraph should be made nearly the full length if there is white space below it.

Planning Page Layouts. A great deal of the beauty of the yearbook lies in the arrangement of material. This calls for the most thorough, consistent planning.

Balance. When you open a book, you see two pages at once. Page balance means the arrangement of material on those two pages so that the result is pleasing and harmonious. One kind of balance is to have the material on the left-hand page arranged in exactly the same relative position as that on the right. For instance, if there is to be a picture of a certain size on page four, there should be one of the same size on page five, and located in the same relative position on the page.

Another possibility is to avoid this mathematically exact balance and have masses of material on the one page approximately balance masses on the adjoining page in such a way that a pleasing effect is produced. Again, pictures may be made to overlap the two pages, so that they present a single unity instead of two separate unities. In magazines you can easily find examples of such effects. Examples from yearbooks are shown at the end of this chapter.

Vary the Layouts. The editor must not think, however, that the plan of each pair of pages has to be the same as that of each other pair through the book. On the contrary it is better to have as much variety as possible by using pictures of different sizes and shapes.

There are several possible arrangements of senior panels and similar plates. The editor may follow one of the conventional patterns or he may use his ingenuity and good taste to work out an original effect. However, he should be careful to avoid difficulties in the printing. There will be further comments on page layouts in the remainder of this chapter.

Covers. Nearly all yearbooks use covers manufactured by professional cover makers. Selection of the cover therefore becomes a matter of taste and purse. A beautiful, fine-quality cover is indeed an asset to the yearbook that can afford it; yet it would be inadvisable to spend a large percentage of the funds for covers. The staff should keep in mind the fact that an inexpensive cover can be attractive if it is designed artistically. The design should suggest the theme; if it can also suggest the school it represents or some phase thereof, so much the better. It should be simple. The staff should have samples of covers from the different manufacturers. Effectiveness of the annual depends to a considerable degree on the cover. Therefore its selection and design should be given the greatest consideration, especially by the art editors.

End Sheet. Inside the cover is a sheet of paper glued to the cover and to the binding for the purpose of holding the cover to the book. This sheet has come to be used for decoration in yearbooks and usually exemplifies the theme in some imposing way. Since the end sheet is, in size, the equivalent of two pages, it gives opportunity for display on a larger scale than almost anywhere else in the book. It is the largest single job for the

art editor or photographer as the case may be. It should introduce the reader to the theme immediately in a striking, convincing way.

Opening Pages. The opening pages provide space for title, copyright, dedication, *in memoriam*, foreword, *ex libris*, and table of contents. The *in memoriam* is for any student or teacher who may have died since the close of the previous school year. It is worth while to publish pictures of such persons on this page. It is appropriate to give in brief form some facts regarding each of the deceased persons.

Dedication and foreword are sometimes combined into one page and the *ex libris* and copyright may be omitted or published on one page. Undoubtedly it is best to condense this material unless the book has more than a hundred pages.

Views. Following the opening section are several pages which custom has decreed shall be devoted to scenes of the school, campus, or places in the community that are of interest to the school. Each year the staff must find new ideas for this section. This may seem difficult if the school has had a yearbook for many years, but there are possibilities most students do not realize. Pictures of the main buildings and the principal parts of the campus probably have been published in past yearbooks. But there are possibilities of taking pictures at odd angles. What about the auditorium when it is filled with students? Or the library? Or a scene in the main hall between classes? Or a scene on the athletic field? Sometimes it is worth while to publish views taken near the school though not a part of it. In such cases scenes that are a familiar part of the life of the students should be chosen. It is worth while to publish one or more pictures to the page or one extending across two pages, as the shape of the pictures and their availability permit. Ordinarily there should be two to six pages of views for a book of 80 to 150 pages.

Division Pages. Following the views comes the main body of the book. Each section is customarily opened by a page devoted to the section title and a picture symbolical of the material in the section and of the theme. This page is conventionally at the reader's right. The page at the reader's left may be blank. Sometimes the division-page idea is carried out on both pages; but never on the left alone. This means practically that each

section of the book must be made up of an even number of pages; otherwise there would have to be a blank page within the section.

Some yearbooks have used photographs for division pages but generally the ideas are developed in drawings. Staff artists will have to devote considerable thought to the theme and the sections of the book. They can gain valuable ideas by looking at other yearbooks. They should, however, be sure to make the theme as original and different as possible, but always in good taste.

Conventional divisions of yearbooks are: Administration, Classes, Activities, Organizations, Athletics, Snapshots, School Life. Some yearbooks achieve distinction by departing from this conventional pattern.

Even if the staff wants to work out an original organization, a study of the conventional divisions is still a necessary foundation.

Administration Section. The administration section should contain pictures of faculty members, of scenes connected with the administrative phase of school life, and write-ups telling the story of the work of the administration during the year.

Individual pictures of all faculty members are worth publishing if they are obtainable. Perhaps teachers cannot be expected to pay for their photographs year after year. This can be avoided if their pictures are engraved individually so that they can be used for several years.

Administrative Officers. Pictures of the main administrative heads should be given prominence according to their rank.

Faculty. If faculty pictures are published individually, they may be in alphabetical order or by departments. It is worth while to include considerable information about the teachers, such as length of service in the school and degrees held.

Senior Section. Seniors usually occupy more space than all of the other classes.

Take Pictures Early. The first important duty of the senior editor is to start the photographing of seniors. (This work may be done by the business manager.) The senior editor should assist the seniors in making appointments with the photographers. Pictures should be rushed through as rapidly as the photographer can handle them. The staff should not feel dis-

couraged if some careless seniors fail to have pictures on time. Their names may be listed in a "camera shy" section.

Mounting Senior Pictures. After all senior pictures are taken they have to be arranged in alphabetical order and pasted on mounting board for the engraver. As this mounting is a final step, the staff should make absolutely sure of accuracy. Several staff members should check the list of names. Picture mounting must be done with great care and exactness.

Senior Accomplishments. Names of seniors are printed so that they can be identified in the pictures; also a tabulation of the outstanding achievements of each senior during his school career. Included in these accomplishments are names of clubs and organizations with which the student has been affiliated, athletic honors won, offices held, honors won in scholarship, awards. It is necessary to wait until after the start of the second semester before these accomplishments can be compiled.

Making Final Copy. Seniors should be urged to devote serious thought to itemizing their accomplishments; for they will stand as a permanent record of each individual's school career, reflecting his qualities of leadership, scholarship, and character. As soon as seniors finish compiling their accomplishments they should be typed for the printer. Typists will have to give close attention to matters of style and arrangement of material. Abbreviations should be used as much as possible. The old-fashioned practice of including nicknames and supposed favorite or characteristic sayings of seniors is out of style. To aid seniors in compiling their accomplishments, the following blank form is suggested.

LINCOLN HIGH SCHOOL — SENIOR ACCOMPLISHMENT BLANK

DEAR SENIORS:

In order that your accomplishments in high school may be recorded accurately in the YEARBOOK, you are requested to list them on this blank. Indicate years concerned, as follows: Freshman, 1; Sophomore, 2; etc. For instance, "Latin Club 2, 3, Pres. 4" means, "Member of the Latin Club in Sophomore, Junior, and Senior years and President in the Senior year." If you have accomplishments you believe should be included that are not on this list, write them in the space provided at the end. Remember that this

is to be a permanent record of your outstanding achievements in your high school career, so be careful and thoughtful. *Write as plainly as possible; better still, print or type.*

Sincerely yours,

Senior Editor

NAME _____
(Last Name) (First Name) (Middle Name)

WHERE BORN _____ AMBITION _____
(State) (City)

OTHER HIGH SCHOOLS ATTENDED: Town _____ State _____

School _____ Yr. _____ School _____ Yr. _____

ACTIVITIES

	<i>Yrs. Member</i>	<i>Yrs. Officer</i>		<i>Yrs. Member</i>	<i>Yrs. Officer</i>
A Cappella Choir	_____	_____	Hi-Y	_____	_____
Ad Club	_____	_____	Honor Girl	_____	_____
Advisory Officer	_____	_____	Honor Roll	_____	_____
Art Club	_____	_____	Junior Glee Club	_____	_____
Band	_____	_____	Junior Honor Soc.	_____	_____
Baseball	_____	_____	Latin Club	_____	_____
Basketball	_____	_____	"L" Club	_____	_____
Boys' Fed. Council	_____	_____	Maid of Honor	_____	_____
Boys' Quartet	_____	_____	Math Club	_____	_____
Class Officer	_____	_____	May Queen	_____	_____
Clogging Club	_____	_____	Monitor	_____	_____
Commercial Club	_____	_____	Nat'l Hon. Soc.	_____	_____
Comm. Contest	_____	_____	Orchestra	_____	_____
Corps Grenadiers	_____	_____	Orderly	_____	_____
Dance Orchestra	_____	_____	Pep Band	_____	_____
Dancing Club	_____	_____	Piano Club	_____	_____
Debate	_____	_____	Plays and Other	_____	_____
Debate Club	_____	_____	Productions	_____	_____
Declamatory	_____	_____	Name of Play	_____	<i>Yr.</i>
Do-Nut League	_____	_____		_____	"
Winner	_____	_____		_____	"
Dramatic Club	_____	_____		_____	"
F. F. A.	_____	_____	Printing Club	_____	_____
Football	_____	_____	Quill & Scroll	_____	_____
Forum Club	_____	_____	Radio Club	_____	_____
French Club	_____	_____	Rifle Team	_____	_____
G. A. A.	_____	_____	R.O.T.C. Officer	_____	_____
German Club	_____	_____	School Newspaper	_____	_____
Girl Res. Cab't	_____	_____		_____	_____
Girls' Club Cab't	_____	_____		_____	_____
Girls' Sextet	_____	_____		_____	_____
History Club	_____	_____	S. M. S. Club	_____	_____

	<i>Yrs. Member</i>	<i>Yrs. Officer</i>		<i>Yrs. Member</i>	<i>Yrs. Officer</i>
Senior Glee Club	_____	_____	Yearbook	_____	_____
Soccer	_____	_____		_____	_____
Spanish Club	_____	_____		_____	_____
Sponsor (R.O.T.C.)	_____	_____		_____	_____
	_____	_____	Yell Duchess	_____	_____
	_____	_____	Yell Duke	_____	_____
Stamp Club	_____	_____	Yell King	_____	_____
State Music	_____	_____		_____	_____
Contest	_____	_____		_____	_____
Student Council	_____	_____	Miscellaneous	_____	_____
	_____	_____		_____	_____
Tennis	_____	_____		_____	_____
Track	_____	_____		_____	_____
Tumbling	_____	_____		_____	_____
Variety Show	_____	_____		_____	_____
Volleyball	_____	_____		_____	_____
	_____	_____		_____	_____

Other Classes. It is desirable to have individual pictures of all students if finances permit. Senior pictures ought to be larger than those of lowerclassmen. Probably it would be difficult to have more than 30 seniors to the page; but as many as 60 or 70 or even more lowerclassmen can be published on one page. In all cases names of individuals should be included with pictures in such a manner that identification is easy.

Groups. If class pictures are to be in groups it is better to have them in fairly small groups rather than large ones. Care is necessary in lining up individuals so that they can be identified. It is possible to have as many as 100 students in a group and still be able to identify them.

Activities and Organizations. Sometimes these two phases of school life are combined in one section of the yearbook. It should include all the worthy activities and organizations of the school.

Pictures of organizations usually have to be taken late in the year so that members elected in the second semester may be included. Write-ups should give as much factual information as possible but they should not be mere dry chronicles. They should attempt to catch the spirit and atmosphere as well as literal facts. Both are necessary if the reader is to have an accurate picture of the events of the year. In the identifications it is worth while to indicate which persons are officers of groups.

Athletics. The yearbook should tell the story of athletics in words and pictures as interesting and dramatic as possible.

Although posed pictures of athletic groups may be necessary there is always a need for pictures taken not to show individuals, but to show action itself. For action is a great deal of the life of the school; a yearbook that showed no action pictures would be an inaccurate record, for it would not have the essential atmosphere and spirit of school life.

What to Include. The athletics section should include all of the interscholastic sports and the more outstanding intramural events, including the more prominent intramural teams. Action pictures of individual members of athletic squads are highly desirable. As the expense of taking pictures is considerable, the staff may easily take, in one exposure, a number of individual athletes in various action poses.

Staff members should be on the alert to get good action photographs and snapshots of outdoor games, particularly football.

Write-ups should be newsy; they should summarize high spots of the year and the outcomes of the various athletic campaigns. They should give scores of games, discuss outstanding players, perhaps outstanding plays of the more important games, names of letter winners in the different sports, perhaps summaries of total scores for the season.

Snapshot Section. There is a tendency in some school annuals to eliminate the snapshot section and instead to publish a page or two of snapshots here and there through the other sections of the book. In either case the main problem is to obtain a great variety of pictures with emphasis on liveliness and human interest.

Any student who has a kodak can contribute to the snapshot section. Here he can see to it that some humorous, enlivening, human-interest phase of school life in which he himself is directly interested or involved can have a fair chance to be included in the yearbook. The snapshot pages should be one of the most worthy features of the entire book.

Snapshot Editors. There should be at least one and probably several snapshot editors. It is likely that the yearbook will have to furnish these members with rolls of films for special occasions such as football games, costume days, and the like. However, the snapshot editors should obtain contributions of pictures from the students at large.

The staff will find that, rightly handled, a small sum of money invested in prizes for snapshot contributions will bring a highly profitable return.

Writing the lines to go with snapshots requires wit and thought. The clever, seemingly spontaneous words that set off a picture in a blaze of imagery are usually the result not of sudden inspiration but of hard and painstaking thought and revision.

Snapshot Layouts. If finances permit, the yearbook staff should have professional assistance in the layout of snapshot pages. The engraver can give this help if he has a well-developed yearbook department. A certain degree of page uniformity is desirable. Pages should not be overcrowded. Snapshots should be trimmed of all unnecessary blank space. Yet it is necessary to make them fit against each other so that waste space does not appear between them.

The use of different shapes of pictures is desirable. Pages opposite each other should balance in general outline. The editor should if possible make up a few pages early in the year. He will want, however, to wait until late in the year before completing the section.

School Life. A great deal of material of different kinds can be included in this section: cartoons that reflect and cast inferences on various phases of the year; photographs taken in the various classrooms and laboratories, showing the school in its daily activities. This section may be the same as or combined with the humor section.

The school-life section covers what might be called the workaday life of the school. It is in the classroom, after all, that the serious business of school goes on; and it is here too that students, more and more as the curriculum is becoming better adapted to their needs and interests, have some of their most vivid experiences. The staff should not fail to take these facts into account.

Humor Section. The yearbook may have a humor section or it may absorb the humor throughout the book or combine it with the school life or cartoon section. Certainly there is enough humor in a school to make a lively section if students with the talent for sensing it can be found. Cartoons, clever bits of writing, humorous phases of school life written up by clever students, can make up an interesting section.

Other Plans for Divisions. The yearbook staff should continually seek to develop innovations. One of the possibilities is in finding a fresher scheme of divisions. One objection to the traditional sections is that they are out of proportion. The classes section, for instance, may take more than a third of the book; and the school life, snapshot, or humor section may take as few as eight, six, or even four pages. Sometimes a theme will suggest ideas for an original method of dividing the book.

One book used the seven "fundamental aims" of education as a basis for its sections. Another possible division would be on the basis of the departments of the school.

When to Issue the Book. Naturally it is desirable to wait until as late in the school year as possible before issuing the annual, so that almost all of the important events will be covered in it. Yet there is a certain value in publishing before the end of the year, for students derive great satisfaction out of the book while they are still together in school. Probably two or three weeks before the close is the best time.

It is the best kind of advertising for the book to be published thus early; for students the next year will have vivid and pleasant recollections of enjoying it together at the preceding commencement time.

It is one thing to decide to issue the book at a certain date and another to carry out that decision. Editorial and business staffs will both have to be alert. The editorial staff especially will have to make early and explicit plans. Probably the printer will want twenty or thirty days in which to finish the book after he receives the last material.

The editorial staff must understand that three fourths or more of the material will have to go to the printer long before that dead line. It should work on the principle that all material should be finished as soon as possible.

Articles have to be written, revised, edited, set up in type, and proofread by two or three persons, cut to fit space exactly, corrected by the printer, proofread again, and corrected finally before they are acceptable. That cannot all be done in one day or one week.

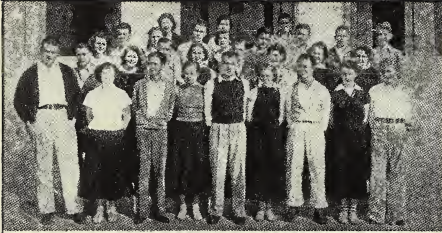
On pages 424-429 are a few examples of typical yearbook pages, showing some possible layouts.

SUGGESTIVE EXERCISES

1. List all of the possible subjects you can think of that you believe would be good themes for your yearbook. Pay special attention to subjects of purely local significance in your community.
2. Criticize themes used in your annual in past years.
3. Visit printing, photography, and engraving companies in your city to find which ones are the best equipped and the most inclined to do careful work in producing your yearbook. Before making the visits, inform yourself as thoroughly as you can about equipment needed in yearbook publishing.
4. Study one of the following subjects in connection with publishing a yearbook: type faces and varieties of each face; linotype versus monotype for fine printing; bookbinding problems; mounting pictures for engraving; various engraving and similar processes; lighting for indoor photography; developing and printing pictures.
5. Study the cover design and opening pages of your school annual of past years, to find ways of making improvements in your own book.
6. Make a list of at least twenty-five ideas for good action pictures that will record the workaday life of your school in a vivid, dramatic way.
7. Make a definite plan, in connection with all of the pictures to be in your yearbook this year, of taking as many pictures as possible to meet the engraver's dead line for the best discounts. Estimate the amount of money that will be saved by carrying out this plan.
8. Have your printer or photographer demonstrate how to mount pictures for engraving.
9. Develop an original plan for divisions of your book.
10. Make arrangements with your printer for dead lines for all material; set the date for publishing the book, then find what material has to be in the printer's hands at such a date that he can meet this dead line.

REFERENCES

HUFF. *How to Publish a School Paper*. Pp. 214-21, 225-29.



SALESMANSHIP CLUB—Front row: Ingram, Moore, Sathern, Ames, Holladay, Devries, O'Neill, Middleton, Somers. Second row: Cosper, Ferry, Spradbury, Caurtior, Hewlett, Macdonald, Lauer, Mrs. Holder (Adviser). Third row: Roscoe, Rollard, Seeds, Granger, M. Gardran, L. Gardran, Ross, Whetzel, Frenhsiefer. Fourth row: Walker, Taylor, Williams.

● **Salesmanship** • • • The demand for salesmen during the past few years has shown such a rapid increase that the Salesmanship Club was organized for the purpose of furnishing students with information concerning the business. Students of 1A salesmanship constitute the membership. Officers were presidents, Bernie Hill, Winston O'Neill; vice-presidents, Evelyn Bruce, Arnold Ingram; secretaries, Lois Johnson, Dorothy Middleton; treasurers, Joe Clay, Milo Holladay. Mrs. Holder was the adviser.

● **Pi Kappa** • • • To create a spirit of unity and to invoke a professional interest in journalism by studying the latest methods in newspaper make-up and the handling of stories are the purposes of Pi Kappa, the official journalism club. The membership comprises 1A journalism students of Mr. Frisch. This year's officers were presidents, James Gordon Reed and Harry Fulton; vice-presidents, Dixon Gayer and Esther Horner; secretaries, Ruth Mather and Douglas Jaques; treasurers, Glenn Miller and Dixon Gayer; sergeants-at-arms, James Tyroff and Roger Clemens.

● **Junior Herpetological Society** • • • Exhibiting interesting specimens of reptiles, devoting much of its time to scientific research, and embarking on field trips to the desert and mountain areas of Southern California, all members of the Long Beach Junior Herpetological Society enjoy themselves while they accomplish their aim of furthering the scientific study of reptiles and promoting a better general understanding of this subject. Mr. Reddick is sponsor. The 1935-36 officers were chairman, Roy Chamberlain; secretary, Harold Woodall; assistant secretary, Jack Wilant, and treasurer, Hugh Wagner.

● **Hostess Club** • • • Charm in entertainment of guests is the aim of the Hostess Club. Since all Poly girls are welcome, many have joined, eager for the experience afforded members through aiding the various school clubs in their social functions. The club also sponsored some of the popular dances of the year, two of the most colorful being the sport dance and the spring formal. Those serving as officers were presidents, Helen Cather and Joan Walp; vice presidents, Constance Hubert and Rosalie Wilson; secretaries, Roberta Fawcett and Ellen Frith; treasurers, Geraldine Gasper and Peggy Wilhoite. Miss Ritchie is the adviser.

● **Cactus Club** • • • Sciences which treat of life and of living things are among the most fascinating subjects to which a student may apply himself; therefore members of the Cactus Club consider themselves well entertained. During last semester the Cactus Club was organized for the purpose of stimulating a knowledge and love of cactus and other succulents among students and teachers of Poly. Those who served as officers for the past semesters were president, Mace Taylor; vice-president, Bernadine Peterson; secretary, Gordon Francis. Mr. Douglass ably guided the activities of the group.

CAERULEA

Caerulea, Long Beach, California

These two attractive pages are an example of mass balance, the pictures on page 145 matching the type on page 144. Top pictures are less interesting than the others because they lack action. The

PI KAPPA—Front row: Jaques, Clemens, Ferguson, McNurten, Gayer, Fulton, Whitad, Roster, Showers. Second row: Drury, Voyles, Nollatt, Rubie, Vaughan, Jones, Mitchum, Evans. In back, Tyrell, Mr. Frisch (Adviser)



JUNIOR HERPETOLOGICAL—Front row: Miller, Mr. Reddick (Adviser), Comeaux, Chamberlain, Wagner, Woodall, Redgrave, Taylor, Ennis, Bresson. Second row: Wilant, Lamb, Robie, Pierce, Clarke, Wagner, Livingstone, Brimhall, Rowland, Swift, Simpson, Hunton



HOSTESS CLUB—At table: Walp, Gathor. Front row: Frith, Schreepel, Hoath, Horner, Jones, Bolte, Berry, Anderson, Du Bois, Curry, Gentry. Second row: Zelle, Mullins, Lee, Fluett, Norman, Officer, Pederson, Wilkin, Hargis. Third row: Jackson, S. Smith, Evans, Galbraith, Gasper. Fourth row: Willhoite, Frampton, Rodman, Stewart, Beauchamp, Stout, Wilson, Sulton. Fifth row: Dudley, Miss Ritchie (Adviser)

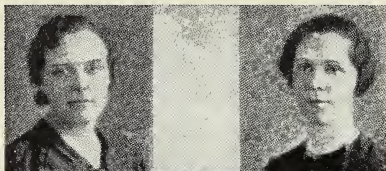


CACTUS CLUB—Left to right in front: Francis, Brunn. Back of table: Higgins, Mr. Douglass (Adviser), Kennedy, Taylor, Wise, Pascoe, Kammerer



bottom picture would have been better if the persons in it had been grouped more nearly in the proportions of the space the picture occupies. Last lines in several write-ups, page 144, should have been longer, especially the line at the bottom of the page.

EXECUTIVE BOARD



Miss Nelson

Miss Irvine



Row I—B. Wick, M. Nelson, V. Karlson.
Row II—M. Quarnstrom, D. Moya, L. Paulko, L. Camp.
Row III—M. Ludwig, P. Norwick, B. Anderson.

UNDER the able supervision of Miss Mercedes Nelson and Miss Katherine Irvine, the Physical Education Department for girls and the G. A. A. work of Roosevelt is carried on. Miss Nelson has been a member of the Roosevelt faculty for a number of years, and Miss Irvine became a teacher here in the fall of 1933. Most of the dancing classes are instructed by Miss Nelson, and the sport classes are taught by Miss Irvine. When tournaments or practices are being held, the teachers stay alternate nights to supervise the games.

The business side of G. A. A. is carried on by an executive board. This board consists of the usual officers of a club, and one representative of each grade. The officers are Beatrice Wick, president; Vivian Karlson, vice-president; Betty Anderson, secretary; Pearl Norwick, treasurer; Lucille Camp, senior representative; Dorothy Moya, junior representative; and Marion Quarnstrom, sophomore representative. The members of the board take turns planning social affairs for the G. A. A.

Sagamore, Minneapolis, Minnesota

These two pages are perfectly balanced. Write-ups should be long enough to fill the space completely. In posed group pictures

ANOTHER honorary group of G. A. A. is the Emblem Girls. The award for earning one thousand points in G. A. A. work is a city-wide emblem in the colors of the school. Points are earned for this emblem in the same way in which they are earned for an "R." It is the ambition and goal of every true girl athlete to play her best and try to win this award.

A smaller group organized within the membership of the G. A. A. is known as the "R" Girls. The girls who make up this organization are those who have earned six hundred points through participation in various sports. In addition to her six hundred points, a girl must also possess good character and good sportsmanship to be eligible for her "R."

Fifty points are earned by being present at the required number of practices, seventy-five points are given to the girls who make the second team, and one hundred points to the girls who make the class team.

Row 1—B. Wick, P. Norwick, V. Karlson, P. LaCrosse.
Row 2—E. Borg, L. Jorgensen, M. Kelly, B. Anderson, L. Sullivan.
Row 3—M. Hoffman, V. Anderson, M. Ludwig, B. Chandler.

Row 4—K. Hoyt, D. Mason, A. Huser, B. Foschen, K. Long, R. Langston, V. Johnson.
Row 5—P. Wieland, A. Anderson, E. Firdaull, V. Karlson, H. Brandt, L. Sullivan, L. Camp.
Row 6—V. Anderson, H. Johnson, L. Jorgensen, E. Borg, H. Davidson, E. Anderson.
Row 7—R. Borg, M. Ludwig, L. Kiesel, E. Chandler, G. Larson, B. Wick, M. Mosher.
Row 8—P. LaCrosse, L. Ludahl, F. McCoy, L. Markstrom, F. Anderson, M. Hoffman, H. Erickson, M. Kelly.



EMBLEM AND "R" GIRLS

the faces of individuals are of paramount importance. Notice how effectively the space in these pictures is utilized to bring faces close to the camera.

G.A.A. AND GIRLS' SPORTS

• This year, which was Miss Marjorie Robertson's first as a teacher in Boise high school, proved a very successful one for the G.A.A. and girls sports.

The G.A.A. began the year right by organizing with Miss Robertson as adviser, Lorraine Dodds as president, Merle Rankin as vice president, and Francis Rankin as secretary-treasurer. The executive board consists of the various sport managers.

The outstanding event of the year for the organization is the annual basketball playday. It was held on Saturday, January 11, in the gym, and it was in the form of an animal fair. The judges were Mrs. Ralph Sheppard, Miss Lela Ensign, and Miss Mary Taylor. Mary Wells and Maxine Havird from junior college acted as referees. The

playday was very successful and set a high example to be followed next year.

Other events of the G.A.A. were the annual awards assembly for the girls receiving awards and a playday for the grade school girls, which was held on May 1. Five girls were chosen to represent our club in the basketball playday at Parma.

The first sport for girls beginning in the fall is volleyball. This year the manager was Ardis Wilson. A large number of girls were out to play their best volleyball in the tournament, which resulted with Burns' team victorious over Margaret Clayville's team.



And not a man in the crowd
Mighty
cute composite, aren't she?
It's ok, as
long as everybody hangs on
Another
reason why the boys all want to come to
Boise. What? No ping pong?



• 66 •

These pages from a high school yearbook show what can be done with a mathematically balanced layout of composite pictures.

G. A. A. AND GIRLS' SPORTS

• Basketball, the most popular sport, was managed by Margaret Clayville. The girls were all organized on teams and like all other sports, the tournament was held to determine the champions. This year it happened to be Simonsen's team which won the victory over Burns' team. The championship game was played at night in the gym and was followed by a covered dish supper for all basketball players.

The tumbling team was quite outstanding this year, as they had many new stunts and new costumes. Mildred Howell was the manager, and the number of girls who were on the team was quite a record one.

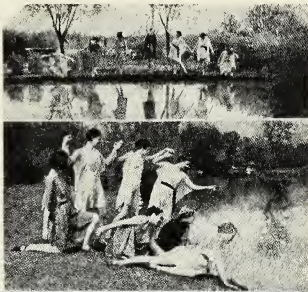
In the place of track this year, Miss Robertson introduced archery to the girls. Eleanor Burns was manager and work began in earnest the beginning of April.

The other spring sport, baseball, was managed by Flossie Lane, and as the Courier went to press, held every promise of being another successful sport.

And so ends another year for the girls who like to prove to the school that they are girls who are learning the fundamentals of becoming good athletes, and yet are getting a good time out of the sports that they enjoy.

That is the way the girls look at it. So it's no wonder they are looking forward to another year; and that the seniors have regrets at passing out of the scene.

Boy, here's the place to go fishing. No, I think the water's too cold. Never realized before how beautiful a geometric angle can be. Well, here we are in Robin Hood's dell. Looks like a put-up job to us, Eleanor.



. 67 .

Most of them have action and a pleasing symbolism of aspects of school life.

CHAPTER XXXI

YEARBOOK BUSINESS PROBLEMS

Fundamental Problems. Regardless of how excellent the yearbook is editorially it is worse than useless unless it is financed successfully. It must have some source of revenue other than subscriptions. The business staff must select the engraver, printer, and photographer; determine subscription of the book; fix advertising rates; decide how much to charge groups that have their pictures in the book; promote circulation.

Theoretically, it is possible to publish a yearbook at almost any price. However, a school is hardly justified in producing a cheap book. Students will place a high value on a book that is beautiful, that represents achievement, and that is a credit to their school; but they will not care for a product that is merely easy to obtain or build.

Determining Subscription Price. Decision as to how much to charge for the book will have to be based on the cost of producing it, possible income from other sources, and number of copies to be sold; then subtracting this income from the cost estimate and dividing the remainder by the number of copies to be sold. Liberal allowance should be made in this estimate for unexpected expenses, shrinkage of income, and emergencies.

Printing, engraving, and photography are the three main items of expense. These costs will be determined by the size of the book. Large schools sometimes have 300 pages or more in their yearbooks. The smallest schools may have books of only 30 or fewer pages. If the school finds it must produce a very small book in proportion to enrollment it would probably be worth while to do so; for by making the book of very high quality the staff may find that the annual will grow in the heart of the school and consequently that it will be able to expand in future years.

Some schools report that as high as 65 and 75 per cent of

their students buy the yearbook, while in other schools perhaps only 30 per cent subscribe. The student body ought to be canvassed before definite plans are started, so that the staff may manage to survive financially when it could never do so in any other way.

Advertising. Most yearbooks carry advertising. Sometimes it is difficult to convince the average businessman that advertising pays. He has to pay a relatively high charge for it and it is unlikely that he will see immediate results. Without a doubt it can be made to pay. It must be good advertising with a definite and powerful appeal. It must be clever, yet dignified. Before deciding what rate to charge advertisers, the staff will determine what proportion of the total cost the advertising will be expected to pay.

Sometimes the staff may see a chance to make a small profit by carrying advertising on pages that otherwise would be blank. For instance, the book may actually have 104 pages, of which the editor is planning to use only 97. Hence advertising on these extra seven pages will be clear profit.

Selling Advertising. Yearbook advertising is, of course, almost entirely institutional rather than for direct sales. That is, the advertiser is not expecting immediate results but is bidding for the good will of his community with a special reference to the adult citizenship of tomorrow. Solicitors will probably find that the main argument for them to overcome is that the ad is a mere donation and that it cannot bring the advertiser any return. The solicitor can point out that the subscriber is keyed to a high pitch when he first receives his yearbook and consequently everything in it will register with great force in his mind. Later he will prize it as a souvenir of happy school days.

The primary appeal in a yearbook advertisement is to permanency. The soundness of the institution, the part it plays and has played in the life of the community, are the issues to make prominent. Care should be taken in the matter of pictures. Styles change with the years and an attempt at a permanent appeal is weakened if based on styles of today in clothing, automobiles, or other commodities that change rapidly in appearance.

Some school yearbooks make an outstanding success of their

advertising by co-ordinating it in ingenious ways with the editorial material in the book. Appealing advertisements can be built around snapshots of students. Even quoting a prominent student may be effective. Pictures increase the expense considerably. The staff should strenuously endeavor to make the advertising interesting and local in its appeal.

Selling Space to the School. Probably most yearbooks derive some of their income from charges against the various groups and individuals that occupy space in the book. It is customary to charge seniors for their individual pictures and for the cost of making engravings for them. The various clubs and other organizations are charged a certain amount per page or fraction thereof.

Schools that have a compulsory activity fee have the means to require that all space in the yearbook be paid for through appropriation of a certain percentage of funds from the fee. If the fee were made large enough it would be possible, of course, to make it include a copy of the yearbook.

Keeping Accounts. Great care and accuracy are essential in keeping records of yearbook income and expenses. Money will come in from subscriptions, from individuals photographed, from groups, and from advertising. The business manager is responsible for this money; but he must depend upon several assistants to help him manage the job in such a way that he will know at all times, within a few dollars, where the yearbook stands financially.

The editorial staff cannot judge how far to go in developing the book unless it always knows what the financial resources will allow. Again, the business manager may have to exercise a restraining hand on the editor, whose enthusiasm may overrule his financial judgment.

To know at all times the financial status of the yearbook the business manager must know thoroughly the terms of contracts with the photographer, engraver, and printer. He must keep himself informed as to how much the yearbook has spent at any date.

To keep accurate records of financial transactions it is necessary that there be a member of the business staff who understands bookkeeping. Of considerable help is a form for financial statements to be made out monthly, showing receipts and ex-

penditures classified as to sources and probably estimating the total receipts and expenditures for the year. A form for such a statement is shown at the end of this chapter.

The Circulation Department. By far the greatest amount of work on the business staff is likely to be in the circulation department. This does not mean that the other phases of the business department are less important; but the circulation work requires a larger staff and involves more effort on the part of more persons.

Start Early. The two phases of circulation are publicity and selling.

The publicity campaign should begin at the opening of the school year. The staff will use every means at its command for appealing to the students. Nearly every school has some means of reaching the student body with daily announcements. These are an important channel for the publicity campaign. Specific information that concerns the students in material ways is legitimate material for the daily bulletins, such as announcements of the dates of campaigns and arrangements for taking group and other pictures. The student body ought to be informed from time to time as to how many books have been sold. In all of its appeals, the staff should be lively, cheerful, and constructive.

Media of Publicity. One of the most spectacular ways of publicizing the yearbook is by means of posters. To spend a great deal of time on a few posters is not as good a plan as to develop a great many simple ones. Here, again, the simple "buy your annual now" idea is not effective except at crucial times. Clever ideas worked around human-interest pictures are better. Sometimes staff artists can develop clever ideas by using familiar Mother Goose characters or sayings and newspaper comic-strip characters.

Newspapers are a valuable medium of publicity. Naturally the school paper will support the yearbook in its news and editorial columns. There are also occasions when the professional newspaper will want news of the yearbook. Such occasions as appointments of staff members, results of contests like that of the National Scholastic Press Association, date of issue, final result of subscription campaigns, novel ideas in the editorial content of the book — all these are some of the possibilities

for good news stories. Addition of new members to the staff is also occasion for small stories.

The yearbook staff ought by all means to have two or three assemblies a year; not all of them should be serious in nature. At a serious assembly early in the year there should be an outstanding speaker, perhaps an administrative officer of the school or some other person whose influence will be impressive to the student body. The editor, business manager, faculty adviser, and possibly one or two other members of the yearbook staff should make short talks; and there ought to be some entertainment features.

When the subscription campaign finally closes in the spring the staff could offer another assembly, mostly of an entertaining nature. At this time the staff should announce winners of prizes in the various contests, possibly staff appointments for the following year, and the date of issue of the book. Remainder of the program could be made up of musical numbers, dances, skits, and the like.

The Sales Program. Publicity keeps the idea of the yearbook in the consciousness of the student body. The salesmen's part is to carry the process one step farther — to incite the students to act.

Many students will promise to subscribe, but the staff must have something more substantial than a promise. Assuming that the book will be issued on May 15, the printer will have to know not a day later than April 1 how many books are to be made. It is unwise to order more books than have been sold. It is a depressing experience to have copies of the yearbook left unsold at the end of the year. The best one can do in such a case is to try to find exchanges for all left-over copies.

The circulation staff ought at the start of the year to emphasize the fact repeatedly and emphatically that it will close the campaign on a certain day in the spring and after that day it will solicit no more subscriptions. As a special inducement for the students to purchase their subscriptions early, they should be offered them at a special low price up to a certain date in the fall. The first campaign will be brought to a climax on that day. Subscribers must, of course, make a substantial payment. This campaign should close several weeks before Christmas so that it will not be handicapped by Christmas shopping. Sales-

men should be provided with booklets of blank receipts. A sample form is shown at the end of this chapter.

Soliciting Individuals. Following the first campaign, individual salesmen should continue working personally among the students. Every student must be thoroughly solicited. The salesman should carefully avoid seeming to argue, for the prospective subscriber will then feel that his judgment is challenged and it will become a matter of pride with him to stand his ground. The salesman should seek to make his appeal concrete; should point out to the prospective purchaser the values he will derive from owning a copy of the yearbook, both immediately and in the future. It is legitimate to appeal to the student's school spirit and loyalty, but this should be only a secondary appeal.

The Final Campaign. Just before the printer has to know how many books to make, the circulation staff holds its final campaign. This is the critical time of the year. Students should be warned emphatically that this is their last chance to subscribe. The staff will be tempted to have more books made than will have been sold at this time, in the hope that it can dispose of them later. It should resolutely resist such temptation.

After the campaign the circulation manager should count the exact number of subscribers, add to it whatever copies are needed for exchanges and complimentary purposes if any, then order just that number of books. Usually there are a few persons who make the initial payment and then never come for their books. These subscribers are not entitled to any refund and the books should, if possible, be sold elsewhere. This rule is necessary to protect the yearbook financially.

Final Financial Statement. The business manager will make a final financial statement for the year as the last of his duties before turning his books over to his successor. A form for such a statement is shown at the end of this chapter.

Probably the yearbook need not try to make as large a profit each year as it possibly can, especially if it has accumulated a reserve fund from profits in past years. It is advisable when possible to build a reserve fund of some 20 per cent of the total cost of publishing the book for one year. Such a fund should be held for emergency purposes. After that the yearbook should seek merely to meet expenses.

Forms. Following are sample forms needed in conducting the business of the yearbook. The financial statement may also be used by business managers of other school publications.

INVITATION FOR PRINTING BID

You are invited to enter a bid for printing of the YEARBOOK of Lincoln High School for the school year of 19__19__, on the basis of the following specifications: —

Description of Book

Seven hundred and fifty (750) copies.

One hundred and twenty (120) pages, trim to size $7\frac{3}{4} \times 10\frac{1}{2}$.

Stock to 100# Enamel, No. 1 grade.

End sheets printed, one color, from zinc plates furnished.

Engravings

Copper half tones and zinc plates will be furnished by the YEARBOOK.

All copy for engravings must pass through the hands of your company to insure proper mark-up for size, specifications for treatment, etc.

Printer will be held responsible for the correct plate specifications.

General Make-up

One hundred and twenty pages, printed in one color, high grade half-tone ink as selected.

Division or title pages printed on same stock as book, in one color, from plates furnished by YEARBOOK, designs to be furnished by editor.

Books to be machine-sewed, rounded and backed for casing-in. Press work and binding guaranteed.

Price

Complete, as described above, without covers, for the sum of \$_____.

Covers

Of "Class Standard" quality, to be selected by the editor \$_____.

Inserts

Each insert \$_____.

Additional Copies

Each copy \$_____.

Additional or Fewer Pages

In signatures of eight pages, per page \$_____.

Further Changes

To be made in conference, relative to adjusting budget, enlarging book, etc., to permit of maximum production for budget available.

Your company must recognize that payment will be made on a budget basis and must agree that in no event shall the final sum exceed the amount agreed upon as the budget limit.

Dummies

To be furnished as required, not to exceed three in number, without extra charge.

Charge for resetting \$_____.

Respectfully yours,

(Business Manager)

INVITATION FOR PHOTOGRAPHY BID

You are invited to enter a bid for the photography for the YEARBOOK of Lincoln High School for the year of 19__19__, on the basis of the following specifications:

Individual Pictures

- a. Sitting and one glossy print, price \$_____.
- b. Minimum price for dozen photographs for personal use \$_____.
- c. Number of sittings allowed_____.
- d. Charge for resitting \$_____.
- e. Reducing glossy print to proper size \$_____

Group Pictures

- a. Outdoor \$_____.
- b. Indoor not requiring flash \$_____.
- c. Indoor requiring flash \$_____.

All photographs to be made in sizes suitable for reproduction in the YEARBOOK, of first-class materials and workmanship.

Bids to be submitted not later than October 1, 19__.

Respectfully yours,

(Business Manager)

Receipts. Receipts for individual photographs and for subscriptions to the yearbook should be in duplicate or triplicate. The first copy should be designated for the individual making the payment, second for the student-body treasurer, and third for the business manager of the yearbook. The student's receipt for payment for photography, when presented to the designated photographer, entitles him to a sitting.

RECEIPT FOR PAYMENT FOR PHOTOGRAPHY

(Student's Copy)

Lincoln High School — YEARBOOK — 19__ — No. 000

_____ on this date _____
(Name of Student) *(Date)*
 has paid \$_____ for individual photographs; to be taken on or
 before _____ at the _____ studio.
(Date)

To student: This receipt, presented to the photographer named above, entitles you to the prescribed sittings.

(Signed)

(Yearbook Representative)

RECEIPT FOR SUBSCRIPTION

(Subscriber's Copy)

Lincoln High School — YEARBOOK — 19__ — No. 000

_____ paid \$_____ for 19__ YEARBOOK _____ 19__
(Subscriber) *(Date Paid)*
 Salesman _____ \$_____ due

Subscriber agrees to call for his book within four days after it is offered for distribution or forfeit his right to it. Subscription money will not be refunded.

I agree to these terms _____
(Signature of Subscriber)

I have received my copy of the 19__ YEARBOOK _____
(Signature of Subscriber)

FINANCIAL STATEMENT

(For School Publication)

Week
For Month Ending _____ 19____
Year

Cash on hand at first of month		\$
<i>Receipts</i>		
Advertising	\$	
Subscriptions		
_____		
_____		
<i>Bills Receivable</i>		
Advertising		
Subscriptions		
_____		
_____		
Total cash receipts and bills receivable		\$
<i>Expenditures</i>		
Postage and stationery	\$	
Supplies		
Printing of publication		
_____		
<i>Bills Payable</i>		
Printing of publication		
_____		
_____		
Total expenditures and bills payable .		
Balance to date		\$
Net loss or gain		\$

Business Manager _____ Editor _____

SUGGESTIVE EXERCISES

1. Let each member of the staff prepare a set of six advertisements it will attempt to sell for the yearbook.
2. Let the business and editorial staffs, in conjunction, prepare a statement of considerations on which to base their choice of printer, photographer, and engraver; some of the considerations will have to do with price, quality of work, equipment, and the financial resources of the yearbook.

3. Outline a plan for financing your yearbook; include estimate of the number of books to be sold; various costs; plans for income besides sales, such as sale of space for organizations and other groups, and from advertising. Submit this plan to the student council, principal, or other governing body of the school with a view to having it established as a permanent basis for budgeting.
4. Examine and criticize the advertising in old copies of your school yearbook.
5. Develop a system of keeping all accounts in such form that it will meet with the approval of an auditor and that the staff will know at all times the financial situation.
6. Enlist aid of art students in making cartoons for stimulating sale of the yearbook.
7. Prepare a series of ten advertisements of the yearbook, to be published in the school paper.
8. Arrange for a prominent official of your school and a prominent citizen of the community, preferably an alumnus, to give sales talks to the student body.
9. Arrange with the public-speaking instructor to have her students prepare sales talks for the school annual.

REFERENCE

HUFF. *How to Publish a School Paper*. Pp. 221-25.

CHAPTER XXXII

THE MAGAZINE

The Place of the Magazine. Naturally there are many schools that do not have magazines on account of the expense or because the students' extracurricular energies are absorbed by other activities. Nevertheless the magazine is potentially one of the finest activities.

Let us compare the magazine with the newspaper.

A newspaper covers a significant event from day to day, with the result that its reports are disjointed and do not result in giving the public a definite, unified impression instead of a superficial, vague, confused impression. A magazine may cover the entire event in a single article and thus overcome the weakness inherent in the newspaper's method. Likewise it can devote a great deal more space to interpretation and comment.

Magazines are a vital and significant influence in modern life and many of them are essentially journalistic in character. They vary much more than newspapers do. Some are highly intellectual, some appeal to popular taste, some deal with elemental passions and emotions. They specialize much more than newspapers. Some deal with political affairs, some with literature and art, some with popular fiction.

The school magazine may specialize in one field such as creative writing. To have a claim to the interests of the whole school, however, it should be broader in scope. It must seek out all of the outstanding phases of school life and find students who can write about them intelligently and with constructive attitudes. It must make a place for the literary talent of the school; but there is a place also for the student who wishes to express the fascination in the study of, for instance, chemistry, French, history, or geometry.

There is more subjective writing in the magazine than in the newspaper; more personal opinion. Magazines have their

editorial policies just as newspapers have. They also allow space in their columns to be used for expression of opinion conflicting with their policies. The magazine should refrain from discussing highly controversial subjects in a way that will stir up strife in the school or bring harmful criticism from or create injurious attitudes on the part of the public. Nevertheless it will be as broad as the welfare of the school allows in giving as many students as possible the opportunity of expressing themselves; the essential requirement being that they have something original and significant to say and that they say it intelligibly.

Articles dealing with timely events or timely and specific phases of school life should be especially sought. For instance an essay or poem on autumn might be excellent; but one on this particular autumn in this particular locality or on a certain particular local aspect of this autumn has a better chance to be significant.

Creative Writing. There has been considerable interest in creative writing in high schools and colleges in recent years; and the quality of poetry, essays, short stories, and other literary forms produced by students often has been excellent. Volumes of such writings have been published and magazines devoted to promotion of creative writing have sprung into existence.

Encouragement of creative writing has proved to be a powerful stimulus to certain types of students, particularly when the opportunity has existed for publishing their productions. Creative writing, as the term is generally used in school circles, is understood to be writing in which the writer infuses his own personality, emotion, imagination, feeling, thought, impressions. It includes all of the forms of literary expression.

Youth is the age for writing poetry. It is the age for vigorous and profuse exercise of the imagination. In modern life it is, perhaps, the age for a certain amount of disillusionment; and it is traditionally the age for questioning, groping efforts at adjustment to the conditions of living. What is said here applies with special force to the more intellectual, sensitive youth. Interest in creative writing in schools has proved a glorious opportunity for students to express the intense feelings surging within them. It has been glorious, too, in its results: the truly fine literary productions of these young writers. Better still, in

the development of a finer sense of the beauties of literature and, through literature, of life. It is not impossible that out of the thousands of such students there may be some who will win their way to literary fame as a result of the encouragement they received in creative-writing classes in school. Again, just as the journalism class is primarily concerned with developing intelligent and objective attitudes toward newspapers, so one of the main aims of the creative-writing class should be development of a more intelligent and objective appreciation of literature. The chief aim should be development of one's powers of communication with one's fellow men.

For students in the creative-writing classes, the magazine is a great boon. It gives them the opportunity to see their products in print and to communicate their best thinking to others.

School Departments. Any outstanding piece of writing by any student in the school is good material for the magazine. Studies in various phases of history are worth publishing and the prospect of their being published furnishes an incentive to greater effort on the part of the students.

Even the seemingly dry field of mathematics is a possible source of interesting feature material for a magazine. Values in the study of mathematics and its practical use in life could be discussed in worth-while articles. Some modern theories in the realm of higher mathematics might be expounded in nontechnical terms.

Public interest in science is insatiable. It may not always be profound but it is always present. The truly wonderful discoveries in the realm of science are multitudinous; students encounter them daily in their studies. The problem is to find students who can write interestingly. Social studies should offer a fruitful field from which the imaginative person may produce interesting material for the school magazine.

As we consider, one after another, the departments of the school, we find they all have possibilities for interesting and instructive magazine material. What is needed is student interest in writing. Once a successful magazine is started, this interest will develop. Once it is developed the magazine will grow and create further interest.

Other Student Interests. Every phase of life that interests students is possible subject matter for magazine articles. Students

love to write about nature, social affairs, pleasures, personal experiences. Opening of the football season, Christmas festivities and traditions, approaching commencement, Easter, are possible timely subjects.

Since the students in science, mathematics, and other departments are probably also studying English, they should take advantage of the English teachers' help and encouragement in their writing. Doubtless the average student body produces sufficient material during the year to keep the pages of the magazine filled with readable articles. If they have a magazine they are stimulated to make this material even better.

One outstanding difference between the magazine article and the newspaper story is that in the former the writer has the privilege of bringing his own personal feelings into his material. For example, a news story of an approaching football game must deal with facts, give information as to time and place of the game, who is playing, expert guesses as to who will win, importance of the game, estimated attendance, public interest. An article for the magazine, on the other hand, could be written around the title, "My Feelings before the First Football Game." In other words, the magazine writer may be both objective and subjective if he wishes, or either. It may almost be said that the range of material for the magazine includes everything that is published in a newspaper and almost every other kind of written material as well. The difference is largely one of proportion.

Editorial Problems. Principles of staff organization for the magazine are basically similar to those for the newspaper and yearbook. There should be one responsible editor at the head of the staff and two or three supervising editors for the main divisions of work. The latter should have assistants and the whole group should be so organized that there are students from all classes and probably all departments of the school. Vacancies should be filled as far as possible by promotion. Never should as many as half of the staff members be retired at one time. There should be typists, copyreaders, and proofreaders. There should be an editor for each department.

Writing. In addition to writing some of the magazine material themselves, staff members will conduct unceasing, persistent search for material written by other students. This may

be a hard task, especially if the magazine is a new enterprise. Many teachers and students will show reluctance to give out material for publication. However, by contacting teachers regularly and winning their confidence and good will, the staff members can make fairly sure that they will not miss a great deal of worth-while material. Articles written in regular class work in almost any department of the school are acceptable material for the magazine.

Developing Ideas. Another job for the staff, and an exceedingly interesting one, is developing subjects for magazine articles. The ability and character of the staff will be demonstrated in this phase of the work as in no other.

What phases of school life are significant and little understood or thought about? What phases need to be brought to the attention of the student body? What activities or functions of the school need the encouragement they will gain from a thorough discussion in the magazine? There always are possibilities for discussing phases of school life in a way to make students better acquainted with their school and to improve the tone of the school.

Consultations with faculty members will frequently disclose some of the possibilities. Producing of such articles may be coordinated with some class work so that the writer will receive credit for it, besides the honor of having his productions published.

Editing. Editing involves making the material conform to the style of the magazine, improving its style wherever possible, — with the knowledge and consent of the writer, — and seeing that it is expressed in correct English. The staff should realize that many students who have significant ideas are not skilled in spelling, punctuation, and sentence structure. Such students should not be disqualified from contributing, for significant ideas are always at a premium. This means that their writing will have to be edited carefully. Probably it will mean also that the author will receive a vivid impression of the importance of mastering English and will consequently endeavor to correct his weaknesses. The magazine must decide upon matters of style, just as the newspaper does. Ordinarily, magazines tend more to conservatism and formality of style; fewer of them use the down style of capitalization, for instance.

Illustrations. The magazine allows for a wider use of illustrations than the newspaper. It can use photographs, snapshots, cartoons, and almost any kind of drawings, sketches, and the like that can be reproduced in its pages. The amount of illustrative material it will use will depend on how much is available and what it can afford. The art editors should be able to contribute illustrations of their own and obtain others from artistically talented students.

Sketches. There are several ways to use sketches. Cartoons are essentially comments on life and events. They may carry a note of approval or disapproval; they may be serious or humorous. They have the effect of an editorial. Then there are purely artistic sketches, desirable for their beauty alone. Finally, almost any article, at least unless it is exceedingly short, is more interesting and effective if there are illustrations with it. To produce such illustrations the artist should be informed as to the main points of the article or he should read it, then develop his own ideas.

Photographs. There is no lack of things to photograph. The main problem is one of expense. Any picture that will interest readers and set forth a significant phase of life is suitable. Naturally the readers will be especially interested in action pictures and striking scenes. If the magazine is able to publish many photographs it can stimulate interest among the students and obtain valuable and interesting pictures by offering prizes for photographs taken by students.

Cover Design. One of the most important problems of illustration is in connection with the cover. Some magazines use the same cover on all issues, so that they come to be known and recognized by it. Others find a different design for each issue. Some use photographs.

In any case the cover design is the most important illustration of the entire magazine, for it will have a great deal to do with the popularity of the issue. Magazines that change the design each issue should still retain some distinctive characteristic, so that they will carry from one issue to the next an easily distinguishable appearance.

Theme. Just as the theme of the annual gives it a unity and individuality it could not otherwise have, so a theme for each issue of the magazine will give it unity. It need not interfere

with the selection of material. The theme is developed chiefly through the art work: on the front cover, probably with a full-page sketch, and in various ways throughout the book, such as running heads for the pages, border decorations, possibly illustrations for some articles. There may be one editorial on the theme.

Ordinarily the subject for the theme will be in connection with some phase of current events or some outstanding phase of the students' school environment. Possibilities are opening of school, autumn, football, Thanksgiving, Christmas, Easter, commencement, and other seasonal events; personalities, institutions, and community projects affecting the schools or the lives of the students. Problems of national significance may furnish good themes.

The magazine has this advantage over the yearbook, that the latter must choose a theme for the entire year whereas the former can have a new subject with each issue.

Financing the Magazine. Means of financing the magazine are not essentially different from those of financing the school newspaper and annual. It must depend on subscriptions and advertising unless it is subsidized. The success of the publication is assured if it is given a share of the money from compulsory activity fees.

With the magazine making a genuine and valuable contribution to the life of the school, general interest in it will grow. And with this growth the basis for successful financing is established. It should not be assumed, however, that financing of the magazine will be easy. Students tend to be fickle and the flow of students through the school is continuous and rapid. New ones enter every year and they must be trained to appreciate the magazine and to support it; and this work must be done over again each year.

The greatest difficulty may be in getting the magazine established. Business institutions will advertise in it once they feel it is really popular and if they know it has a large circulation. But it takes time and the support of advertisers to establish it. Probably the only solution, aside from subsidy, is to make long and thorough preparations for the venture before it is launched.

Let the staff be organized, prepare enough material to fill

several issues, advertise the venture thoroughly through the school, and contract for enough advertising to take care of expenses for at least the first issue before it produces that issue. It will be a great help if the first number is exceptionally vital and interesting. One way is to start on a small scale and then expand as finances permit. But if the first issue can be a large one the popularity of the magazine will be established sooner.

Advertising. Rates for advertising will have to be determined by the expense of publishing and the proportion of revenue from subscriptions and advertising.

Advertising will probably be sold by the page or fraction thereof. As with the newspaper, the staff will be more successful if it will make a study of the advantages of its publication as an advertising medium and will endeavor to give the best possible service to its clients. Especially, it should write advertisements and sell them rather than sell mere space. Although the magazine is issued less frequently than the newspaper, it still can play up the element of timeliness in its advertising. Staff members must keep in mind the date of issue; then it will be easy for them to write advertisements with a timely appeal.

Subscriptions. The magazine can use the same sort of campaigns to sell subscriptions that the newspaper and yearbook use, making use of special rates for early and full-year subscriptions and offering prizes to the most successful solicitors.

Business Staff. Methods of keeping accounts, as discussed in the chapters on the newspaper and yearbook, apply equally to the magazine. Since it is less timely than the newspaper, it may find a better field in the sale of single copies. Naturally this sort of circulation is not as attractive as that of the long-time subscription; yet it is used successfully in many schools. A staff of aggressive salesmen may conceivably sell a fair number of copies of each issue, even when the magazine has a list of regular subscribers. These salesmen must be persuasive, persistent, and determined. By experience the staff can arrive at a fair idea of how many copies it can dispose of in this way. In determining the number of copies to be printed, the staff should not forget the exchange and complimentary lists.

SUGGESTIVE EXERCISES

1. Make up a list of suggestive titles or ideas for articles for your school magazine. Try to include at least two ideas for each department of the school and one for each major activity.
2. Obtain copies of magazines from at least six schools with a view to examining their contents, criticizing them, and obtaining ideas for your own magazine.
3. Make a list of outstanding students in the various departments of the school, with a view to finding the possibilities of their producing magazine material.
4. Make a program of staff organization for the magazine, providing positions for freshmen, sophomores, juniors, and seniors.
5. Let a committee of the staff be appointed to develop a style sheet for the magazine, covering such matters as capitalization, use of numbers, and the like.
6. Make a list of fifty suggestions for photographs appropriate for publication in the magazine; twenty-five ideas for cartoons.
7. Preferably in the spring of the year let the business staff make definite and comprehensive plans for a circulation drive the next fall, and for an advertising campaign covering the business district thoroughly.
8. The staff should consider the possibilities of creating interest in the magazine by inviting the student body to offer suggestions of various kinds and giving prizes or other recognition for those judged best. Such suggestions could be for a theme, cover design, tips for articles, ideas for promoting advertising and circulation.

REFERENCE

MILLER. *High School Reporting and Editing*. Pp. 46-47.



SELECTED GLOSSARY OF JOURNALISTIC AND PRINTERS' TERMS

Ad. An advertisement.

Add. Copy that is added to a story already written or set.

A.P. Abbreviation for Associated Press, a world-wide news-gathering organization.

Assignment sheet. A sheet on which staff members' duties are written, particularly those given to reporters by the city editor.

Bank. Same as **Deck**.

Banner. A headline, usually in large type, extending across a page or most of a page, usually at the top.

Beat. *See* Run, Scoop.

Beaten proof. The same as *stone proof*. *See* **Proof**.

Bold. Abbreviation for

Boldface. Type that prints a heavy, black letter. *See also* **Lightface**.

Box. An area enclosed with lines or rules. Stories, headlines, etc., enclosed in such rules are said to be *boxed*.

Break on sense. A phrase used in headline writing, specifying that words closely related in thought — such as those of a prepositional phrase, predicate, proper name — shall be on one line of the headline.

Breakover. To continue an article on another page or column. Any article so continued.

Breakover head. A headline for that part of a story which is continued on another page. It should contain as nearly as possible the same words as the original head but may be in smaller type.

Bulletin. A brief dispatch giving the outcome of an event but not the details.

By-line. A line at the beginning of an article, stating the name of the author.

Caption. Words printed with a cut, commenting on or explaining it.

Cast. A reproduction on metal from a *mat*, of a picture, written material, or letter.

Casting box. A metal box in which *casts* are made from *mats*.

Catch line. Same as **Guide line**.

Chase. A metal frame in which type is placed for printing or stereotyping.

Copy. Any material that is written for publication in a newspaper.

Copy cutter. A person who divides long stories into sections called *takes* and distributes them to typesetters so that they may be put into type more quickly.

Copy desk. The desk at which copy is edited. It is frequently in the shape of a half moon, with the copy-desk editor in the *slot* and his assistants around the *rim*.

Cover. In reporting, to gather the facts of an event or series of events and write the story or stories.

Credit line. A line acknowledging indebtedness to another publication or source from which material is reprinted.

Cut. An engraving, whether of metal, wood, linoleum, rubber, or other material.

Cut line. Words written to be printed with a cut, commenting on or explaining it.

Cut-off rule. (1) A line across a column indicating that the story above it is continued in another column or page; also used to extend across two or more columns to separate material above it from that below. (2) A ruling in news writing which requires that a story be written so that the last paragraph or several paragraphs can be killed — that is, cut off — without leaving out anything essential in the story.

Date line. A line at the beginning of a story naming the place where the story originated and sometimes the date of the story and the name of the agency through which it was obtained.

- Dead.** Referring to material that has ceased to be of value and should be discarded.
- Deck.** A division of a headline; sometimes separated from other decks by a *jim dash*.
- Display type.** Type that is larger than or different in character from that used for the main body of reading matter, so that it is conspicuous.
- Dope.** A colloquial term used to refer to information on which a story is based; frequently used with reference to forecasts of sports events.
- Down style.** A style of writing or printing in which relatively few words are capitalized. *See Up style.*
- Drop line.** A headline in which the top line of the deck is set flush to the left side of the column and each succeeding line is farther to the right, with the last line of the deck flush to the right side of the column. Lines arranged in this pattern are said to be *staggered*.
- Dummy.** A drawing of a plan for a layout of a page or part of a page, showing where each story, picture, and advertisement is to be placed.
- Ear.** A short news item or notice in the upper corner of the front page of a newspaper.
- Em.** A variable unit of measurement in printing; a square equal to the height of any given type.
- En.** Equal in height to an em but only half as wide.
- End dash.** In printing, a dash used to indicate the end of an article. Also called a *thirty dash*.
- End mark.** Any symbol conventionally used by writers to indicate the end of a story.
- Engraving.** Material reproduced on a flat metal surface, suitable for printing, from a picture or drawing. In a wider sense, any design, drawing, picture, etc., reproduced on any hard, flat surface for printing purposes. Metals, wood, linoleum, and rubber are some of the materials used for this purpose.
- Exchange.** Most newspapers trade copies or subscriptions with other papers; any paper so received in trade is an exchange.

Feature. That part of the story which is the most interesting and which is therefore frequently expressed in the first few words of the story.

Filler. Relatively short, unimportant items inserted in a paper wherever there are small spaces to be filled.

Flash. The bare facts of or outcome of a story sent by wire before the story itself is ready to be sent.

Folo. A story of an event that has happened; opposite to *future*, a story of an event that is going to happen. *Folo* is an abbreviation of *follow*.

Font. A complete set of type of a given face and size.

Form. A page of type made up ready for printing or stereotyping.

Furniture. Pieces of wood or metal used by printers in locking type into a *chase*.

Future. *See Folo.*

Futures book. A book in which coming events are made note of as reminders.

Galley. A shallow metal tray for containing type.

Galley proof. *See Proof.*

Guide line. A key word or key words at the top of the first page of a story to inform the printer what to do with the story. It usually consists of the first few words of the headline.

Hanging indentation. A pattern of writing in which the first line of the paragraph or deck is not indented and succeeding lines are indented on the left side. Frequently used in lower decks of headlines.

Head schedule. A list of samples of the typical headline patterns used by a newspaper.

Hold-over. Material written or set up in type to be printed in a certain edition but which is then kept out to be printed in a later edition.

Inverted pyramid. *See Pyramid.*

Italic. *See Roman.*

Jim dash. A short dash used to separate decks of a headline or separate items under a general heading or title.

Jump. Same as **Breakover**.

Jump head. Same as **Breakover head**.

Justify. In printing, to lengthen or shorten printed material so that it fits the space exactly.

Kill. To discard or throw away copy or type that has ceased to be worth publishing.

Layout. (1) Same as **Dummy**. (2) In advertising, a drawing or sketch showing how the materials in the ad are to be arranged.

Lead (pronounced *led*). (1) Thin strips of metal inserted between lines of type either to have more white space between the lines or to *justify* the columns. (2) Printer's metal is frequently called lead.

Lead (pronounced *leed*). The first part of a news story, usually containing a brief statement of the essential facts of the event. It may contain: (1) the *date line*; (2) the feature; (3) the remainder of the 5 *w's*.

Leaded. Refers to lines of type that are spread apart either by having *leads* between them or by the *slugs* being thicker than the height of the type requires. *See Solid*.

Leg man. A reporter who gathers news and telephones it to the office to be written up by staff members there. *See Rewrite man*. Especially on large newspapers some leg men seldom or never write stories.

Lightface. Type that prints relatively light letters as contrasted with heavy, black letters. *See Boldface*.

Lower case. Small letters as distinguished from capitals, which are *upper case*.

Make-ready. Making final adjustments in preparation for printing, after the *form* is on the press.

Make-up. The plan of arrangement of materials on a page. In printing, the work of putting type in the *chase* in accordance with this plan.

Mat. Abbreviation for

Matrix. A mold of a picture or type on pasteboard or metal, on which molten printer's metal is poured, to reproduce it for printing.

Morgue. The place where clippings, mats, cuts, and other reference material are filed in a newspaper office.

Overset. Material set up in type that could not be printed for lack of space.

Pica. A printer's unit of measurement, equal to approximately one sixth of an inch.

Pie or Pi. Type so badly disarranged that it must be reassembled piece by piece or else reset.

Pix. A colloquial term for picture or pictures.

Play up. To give prominence to; as of a story, to give it a large headline, to write it in detail so that it is long, to place it in a prominent position such as on the front page, set it in larger type than other reading matter, box it, or otherwise make it noticeable to the reader.

Point. A printer's unit of measurement; equal to approximately one seventy-second of an inch.

Press proof. *See under Proof.*

Proof. Material printed from newly set type to be read by a *proofreader* for correction of errors.

Galley proof. A proof printed from a galley of type, usually on a strip of paper called a *galley strip*.

Press proof. A proof printed by running the type through the press.

Stone proof. A proof taken from a *form* after it has been made up on the *stone*. The printer inks the type with a small roller, lays a sheet of moistened paper over it, and hammers a block of wood laid over it; hence this proof is also known as a *beaten proof*.

Proofreader. One who reads proofs to find and mark corrections for errors.

Pyramid. Arrangement of lines of type in the form of the side of a pyramid. A common headline pattern is the *inverted pyramid*, in which the top line of a deck is the full width of the column and each successive line is shorter and is centered in the column.

Quoins. Small wedge-shaped pieces of metal by means of which type is locked in the forms so tightly that it will not fall out when lifted.

Release. A permission to publish a story at or after a certain date but not before. Many stories are sent to newspaper of-

fices before they may be published, as a courtesy. In such cases they are marked with a *release date*.

Rewrite. A story rewritten from another paper or other source.

Rewrite man. One whose work is rewriting stories or writing stories sent in by telephone or wire from correspondents or other staff members away from the office. *See* **Leg man**.

Rim. The outer or concave side of the *copy desk*.

Roman. Type in which the lines tend to be perpendicular, as against *italic*, in which the lines slant forward.

Run. A series or group of news sources or territory regularly assigned to a reporter. Also known as a *beat*.

Scoop. A story published by one paper which rival papers failed to get. Also called a *beat*.

Slot. The inner or convex side of the *copy desk*.

Slug. (1) A line of type set in a single piece of metal. (2) A thick strip of metal inserted between lines of type. *See* **Lead**. (3) A guide line.

Solid. Refers to type that is set with lines as close together as possible. *See* **Leaded**.

Staggered. *See* **Drop line**.

Stick. A metal tray which holds about two column inches of type, used in setting type by hand. Hence:

Stickful. A unit of measurement equal to about two column inches of type.

Stone. A table on which type is laid, in making up a page or *form*.

Stone proof. *See* **under Proof**.

Story. Any article of reading matter for a newspaper except an editorial.

Streamer. Same as **Banner**.

Subhead. A small headline in the body of a story; it tells something that is in the part of the story immediately under it.

Take. A portion of a story for a printer to set up in type. *See* **Copy cutter**.

Thirty or 30. The end; refers to a story, edition, day's work, etc.

Thirty dash. *See* **End dash**.

Time copy. Reading matter that does not have to be published

immediately, hence may be held by the printer and used as needed. It is necessary for a newspaper to have a certain amount of time copy on hand, as it can be set when printers would otherwise be idle and the amount of reading matter needed varies greatly from day to day.

U.P. Abbreviation for **United Press**, a world-wide news-gathering organization.

Up style. A style of writing or printing in which a relatively large number of words are capitalized.

Upper case. Capital letters as distinguished from small letters, which are *lower case*.

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INDEX

- ABSOLUTE, sentence structure, 60
 Absolute privilege, 270
 Accidents, 106
 Accuracy, in reporting, 34
 Activities, in yearbook, 419
 Activity-fec, student finances, 389-390
 Ad chart, 385
 Administration section, yearbook, 416
 Administrative officers, in yearbook, 416
 Advance news stories, 37-38, 97, 352-353
 Advertisements, 168, 183; and libel, 272
 Advertising, 10, 201, 203-233, 261, 374-388; as a vocation, 210-211; reflects the newspaper's character, 211-212; and public opinion, 290; in yearbook, 408, 431-432; in school magazine, 448
 Advertising contracts, 384
 Advertising slip, 383
 Advertising staff, 375; meetings of, 328
 Advertising the advertising, 380-382
Advocate, 14, 133
 Age, of a newspaper, 298
 Agency sales, 235
 Agreement, for yearbook photography, 411
Albuquerque Record, 343
 Alien and Sedition Laws, 277-278
Allen Commercial Review, 130
 Alumni editors, 323, 339
 Analysis, as publicity material, 305-306
 Answering objections, in soliciting advertising, 379-380
 Antislavery agitation, 278
 Any school can publish a paper, 318
 Apology, as defense against libel, 270-271
 Apostrophe, 68
 Appearance, of a newspaper, 298-299
 Appropriateness to subject, in news writing, 55
 "Areopagitica," 275-276
 Arrangement of newspaper plant, 242-244
 Art editors, 323, 342-344; yearbook, 405-406
 Assignment sheet, 334
 Assignment slip, 335
 Assistant editors, yearbook, 405-406
 Associate editor, yearbook, 405
 Associate editors, 322, 334, 344
 Associated Advertising Clubs of the World, 261
 Associated Press, 10, 63, 70, 80, 85, 94, 95, 96, 140, 263
 Athletics, in yearbook, 419-420
 Audit Bureau of Circulations, 234

 BALANCE, in yearbook page layouts, 413-414
 Bank, of headlines, 143
 Banner headlines, 259
 Bases of appeal, in advertising, 215-217
 Bases of interest, in news, 10-17, 30
 Beat, 9
 Beaten proof, 161
 Beginnings of advertising, 206
 Bennett, James Gordon, 252-253, 279
 Better quality, advertising appeal, 216
 Big stories, 44; facsimiles of, 40-43
Blue and Gold, 100, 169, 174-175
 Bodoni type, 143
 Boiler plate, 119
 Boise High School, 378
 Book review, 89; section of the *New York Times*, 22
Booster, 104
Boston News-Letter, 249
 Bourne Newspaper Publicity Law, 261
 Bowles, Samuel, 253-254
 Box outline summary, 62-63
 Boxed stories, 78-79; facsimile of, 79
Boys High Tatler, 115
 Breakover, 183
 Bridge, 155
Broadway Whims, 171, 390
Brocktonia, 116, 138
 Business and life, 195-196
 Business department, arrangement of, 243
 Business manager, 241-242, 374-375
 Business methods and publishing, 241
 Business problems, yearbook, 430-440; affect policy, 196-197, 202
 Business side of journalism, 10

- Business staff, 323, 374-375; yearbook, 407-408; magazine, 448
- Caerulea*, 424-425
- Campaigns and projects, as publicity material, 306
- Campbell, John, 249
- Campionette*, 73
- Cannon Report*, 50
- Captions, 354
- Cardinal*, 93
- Causal clause, 57-58
- Catch line, 157
- Censorship, and public opinion, 290-291
- Central Bulletin*, 15
- Central High Times*, 99, 150-152
- Century type, 143
- Chain newspapers, 263-264
- Changes, as sources of feature material, 121-122
- Character, and public opinion, 286-287
- Chicago Daily Tribune*, 170
- Chicago Evening Post*, 80
- Childs, George W., 254
- Choosing staff members, yearbook, 402
- Christian Science Monitor*, 17, 18, 186-187
- Circulation, 10, 197-198, 199, 201-202, 234-240, 389-394; plans, 389; manager of yearbook, 407; department of yearbook, 433
- City, newspaper circulation in, 235
- City editor, 140
- City offices, as news sources, 31-32
- Classes, in yearbook, 419
- Classifications of stories, 44-46
- Classified advertising contract, form, 383
- Clauses, 56-58
- Clipping Bureau, 317-318
- Cloister type, 143
- Coed Leader*, 89
- Colyum, 117-118
- Comic sections, of *Denver Post*, 23
- Comics, and public opinion, 289-290
- Commenting editorials, 128-134
- Commercial News*, 133
- Commercial organizations, as news sources, 32
- Community, and newspapers, 126-128, 293-301; service of the newspaper, 198-199, 293-294; problems and the newspaper, 296-297; interests, 396-397
- Complexity of the staff, 332
- Composing room, 243
- Concessive clause, 58
- Conditional clause, 57
- Consolidations, 198, 262
- Constitution of U. S., 250
- Consumer and advertising, 215
- Contests, as news, 83, 94-96
- Copy, advertising, 218-231
- Copy-desk editors, 336-337
- Copy editor, yearbook, 405
- Copyreader, 141-160
- Copyreading, marks used in, 153-160
- Copy schedule, 337
- Corantos, 249
- Correlation, of circulation and other departments, 236-237
- Cosmopolitan section, of *Denver Post*, 25
- Country newspaper circulation, 235
- Country weeklies, 300
- County offices, as news sources, 31
- Courts, as news sources, 31
- Cover design, magazine, 446
- Coverage, newspaper circulation, 237-238
- Covering the news, 351-352
- Covers, yearbook, 414
- Creating contrast, in make-up, 166-167
- Creating wants, 206-207
- Creative writing, 442-443
- Crime, 104
- Criminal cases, libel, 271-272
- Criminal law, and libel, 271
- Criticism, 86; helpfulness of, 319
- Croswell case, 278
- Crow's Nest*, 103
- Curiosity, as news appeal, 12-14
- Cut lines, 354
- Cylinder press, 259
- DAILY NEWSPAPERS, as school publicity media, 397
- Daily Pinion*, 112, 190
- Dana, Charles A., 198, 255-256
- Danger, as news, 105
- Danger of error, 105
- Date line, 73
- Day, Benjamin, 252
- Day Book*, 258
- Dead lines, 181
- Deck, of headlines, 143
- Denver Post*, 20, 23-26
- Departments of the newspaper, and public opinion, 288-290
- Dependability, in reporting, 35
- Desert Breeze*, 107
- Determining advertising rates, 385-386
- Development of publicity, 303
- Developments, as sources of feature material, 121-122
- Dictatorships, faults of, 284-285
- Direct subscriptions, 391
- Directory, of staff members, 332
- Diurnals, 249
- Division pages, of yearbook, 415-416

- Divisions of yearbook, original plans for, 422
- Double pyramid, arrangements of advertisements, 168
- Double-staff plan, 324-326
- Drama, as news appeal, 15-17
- Dramatization, 68
- Dummy, yearbook, 404
- EARNING STAFF POSITION, 330
- East High Scroll*, 72
- Easterner*, 169, 176-177
- Echo*, 148
- Editing, 140-164; magazine, 445
- Editor and publisher, 322, 333-334
- Editorial, writing the, 135-138
- Editorial department, arrangement of, 242
- Editorial page, make-up, 169-180
- Editorial policies, 351
- Editorial problems, school paper, 351-373; yearbook, 409-429; magazine, 444-446
- Editorial section, of *New York Times*, 21
- Editorial staff, 322-326; meetings, 326-327
- Editorials, 124-139; function of, 126-128; types of, 128-134
- Editor's duties, yearbook, 403-405
- Editors of divisions, yearbook, 406
- Educational agencies, as news sources, 32
- "Educational" function of advertising, 211
- Emotions, as news appeal, 14-15
- End sheet, yearbook, 414-415
- Engraver, yearbook, 411-412
- Engravings, 209-210
- Evaluating a newspaper's community service, 297-299
- Exchange editors, 322, 339-342
- Exchanges, 317
- Exhortative editorials, 129-130
- Ex libris*, 415
- Expansion of circulation territory, 235-236
- Expected news events, 36
- Expenditures of students, 378-379
- Expenses, of publishing a newspaper, 199-200
- Expository editorials, 128, 134-135
- FACULTY, in yearbook, 416
- Faculty-staff co-operation, 315
- Fair-comment defense, libel, 269-270
- Families of type, 143-167
- Farthest-North Collegian*, 357
- Fear, advertising appeal, 217
- Feature, in news story, 69; in advertisement, 218-219
- Feature editors, 322, 337-338
- Feature material, 81, 110-123; sources of, 119-122; as publicity, 307; in school paper, 354-357
- Feature sections, and public opinion, 289
- Feature staff meetings, 328-329
- Feature story, 78, 80-81
- Federal offices, as news sources, 32
- Figures of speech, 67-68
- Filler, 180
- Filling staff positions, 323-324
- Final campaign, yearbook subscriptions, 435
- Financial section, of *New York Times*, 21
- Financial statement, 435-436; form for, 439
- Financial success, and community service, 198-199
- Financing the magazine, 447-448
- First daily newspaper, 249; in U. S., 250
- First newspaper, 249
- First words, in news story, 51-52
- Five W's, 69-73
- Flag, 169
- Flashlight*, 119
- Flush-to-the-left headline pattern, 145
- Folo, news stories, 37, 39, 97
- Form, yearbook senior accomplishments, 418-419
- Freedom of the press, 274-281
- Free-lance writing, 308
- Front page, make-up, 166-168
- Function of publicity, 303-304
- Functioning of school newspaper staff, 332-350
- Fundamental principles, yearbook editorial department, 409
- Fundamental problems, of make-up, 165-166; yearbook business, 430
- GALLEY PROOF, 160
- General organization, yearbook staff, 403
- General staff meetings, 329
- "Giants" of modern journalism, 255-259
- Girls High Times*, 93, 170, 341
- Godkin, Edwin Lawrence, 255
- Gothic type, 143
- Grammatical requirements of headlines, 146-148
- Greeley, Horace, 198, 241, 253
- Growth of the journalistic field, 253-255
- Guide line, 157
- Gutenberg, Johannes, 249
- HALFTONE, 209
- Hamilton, Alexander, 250, 278

- Hamilton, Andrew, 276-277
 Handbook, 399
 Hanging-indentation headline pattern, 145
 Harris, Benjamin, 249
 Head of the institution, and the school paper, 315
 Headline schedule, 145-146; vocabulary, 148
 Headlines, function of, 140-141; writing, 142-160; forms of, 144-145; beginnings of use of, 254-255
 Health, journalism and, 5-6
 Hearst, William Randolph, 256, 259, 279
Henryettan, 111
Hi-Kearnian, 50
Hi-Life, 73
Hilltopper, 12, 92, 171
 Historical backgrounds of journalism, 249-267
 History, of school newspaper, 313
 Holding copy, 161
Homespun, 89
 Honesty in advertising, 261
 House organs, 307-308
 Howard, Roy, 263-264
 Humor, and danger of libel, 272
 Humor section, yearbook, 421
 Hyperbole, 68

Idaho Daily Statesman, 231
 Illustrations, magazine, 446
 Imagination, use of, in reporting, 66-67
 Importance of circulation, 234
 Importance of freedom of the press, 274
 Include all classes on yearbook staff, 402
 Income, of newspapers, 200-201
 Indented stories, 78
 Inference, in reporting, 45
 Infinitive phrase, 59
 Informal construction, of lead sentences, 61-64
 Informal lead, 76-78
In Memoriam, yearbook, 415
 Institutions, as sources of feature material, 122
 Integration, of the community, 295-296
 International News Service, 10
 Interpretation, and public opinion, 289
 Interpretive editorials, 134-135
 Interview, 45-46
 Interviewing, 352
 Interviews, 83; as news, 44; as publicity material, 306-307
 Inverted-pyramid headline pattern, 145

 JEFFERSON, THOMAS, 283
 Jim dash, 143, 156
Journal, Portland, Oregon, 88
 Journalism, changing aspects, 83; early national period, 250; and public opinion, 282-292; scope of, 302; specialized fields of, 302-309; journalism class, 324; and publicity, 395-396
 Journalistic terms, 68-80

Kansas City Star, 18, 257-258, 293, 296
 Keeping accounts, newspaper subscriptions, 393-394; yearbook, 432-433
 Keeping records, 329-330; advertising, 382-385
 Keep-up-with-the-Joneses, advertising appeal, 216
 Kipling, Rudyard, 69
 König, Friedrich, 259
Kyote, 340

Lariat, 14
 Later developments, of news, 63-64
 Law enforcement, as news source, 31
 Laws of libel, 268-269
 Layouts, in advertising, 217, 220-231
 Lead, in news writing, 69; paragraphs, 64; informal, 76-78; writing the, 84
 Leadership, and public opinion, 285
 Leisure, journalism and, 6
 Libel, 268-273
Lincoln News, 13
 Line engraving, 209
 Linking the community with the outside world, 294
 Linotype, 259
 Literary devices, 67-68
 Local angle, as source of feature material, 122
 Local history, as source of feature material, 121
Local Motive, 137
 Local nature of the newspaper, 293
 Lower case, 146
L. R. H. S. Tiger, 129

 McCLURE, S. S., 262
McClymonds Record, 12
 McCormick, Robert R., 260
 McRae, Milton A., 264
 Magazine, 441-449; of *New York Times*, 22; section of *Denver Post*, 24; style of advertising make-up, 168
 Mailing, 392; room, 244
 Main staff positions, 321-322
 Make the paper serve the school, 314
 Make the story interesting, 53-55
 Make-up, 165-191
 Making stories fit space, 180
 Managing editor, 141, 322, 334; yearbook, 405

Marks used in copyreading, 153-160
Marshall News, 75
Masthead, 169-171
Material wealth, 205-206
Mat service, 376
Mats, 210
Mechanical improvements, 259-260
Media of advertising, 207-209
Media of publicity, 304-305; yearbook, 433-434
Meetings, 83; as news, 44
Mergenthaler, Ottmar, 259
Metaphor, 68
Methods of promotion, 392-393
Milton, John, 274-276
Miscellaneous runs, 32
Monocle, 72, 86
Mounting senior pictures, 417
Muhlenberg Observer, 169, 172-173
Munsey, Frank A., 264

NAMES, as news, 354
Names of persons, libel, 271
Natural way to write a story, 48-49
Necessity for enlightened public opinion, 283-284
Necessity for knowledge of libel laws, 271
Neighborhood newspapers, 197
Nelson, William Rockhill, 18, 198, 257-258, 293, 296
New Deal, 279
New York Evening Post, 255
New York Herald, 252, 279
New York Morning Journal, 259
New York Sun, 252, 255
New York Times, 18, 20-23, 25, 26, 88, 93, 121, 133, 253
New York Tribune, 253
New York World, 256-257, 279
News, definition, 30; where found, 30-33; writing, 48-82; public opinion and, 288-289; where to find for school paper, 363-371
News, Beaumont, Texas, 73, 391
News editors, 322, 334-335
News gathering, 29-47; organization for, 9; agencies, 9, 263
News section, of *New York Times*, 20-21; of *Denver Post*, 23-24
News stories, types of, 36-45; classifications of, 44-46
Newspaper, its function in a community, 126-128
Newspaper's character, and editorials, 125
Newspapers, importance of, 3-4; of U. S. government, 251
Newsstands, 197
Non sequitur, in advertising, 219-220

North American Newspaper Alliance, 91
Northerner, 102
Nose for news, 35-36
Observer, 312
Ochs, Adolph S., 18
Office workers, newspaper, 236
One-photographer plan, yearbook, 410
Opening pages, yearbook, 415
Opportunities, in advertising, 374
Oregonian, 70, 95, 128
Organization of circulation department, 235-236
Organizations, in yearbook, 419
Owl, 38
Ownership, of the newspaper and community service, 297

PAGE BALANCE, 167
Paine, Thomas, 250
Paper represents the school, 316
Participial phrase, 59-60
Passive voice, 54
Patterson, Joseph Medill, 260
Peg articles, 120-121
Penny press, 252-253
Personages, as sources of feature material, 122
Personal comments, and libel, 272
Personification, 68
Philadelphia Inquirer, 149
Philadelphia Public Ledger, 254
Photographer, yearbook, 410-411
Photographs, magazine, 446
Photography bid, yearbook, 437
Photography editor, yearbook, 405
Phrases, 59-60
Pica, as printer's unit of measurement, 142
Pictures, in school paper, 353-354; yearbook, 417, 419-421
Pioneer, 38
Place of the magazine, in school, 441-442
Planning the book, 409
Planning the campaign, advertising, 376-377
Planning page layouts, yearbook, 413-414
Pocketbook nerve, advertising appeal, 216; news appeal, 11-12
Point, printer's unit of measurement, 142
Point of view, advertising, 218
Policies, and editorials, 124-125; and community service, 297
Policy and business problems, 202-203
Poly Spotlight, 39
Poster boards, as advertising media, 208

- Power of public opinion, 285-286
 Precautions, against libel, 271-272; in writing news, 65
 Predicate beginning, 60
 Prepositional phrase, 60
 Press proof, 161
 Press room, 243-244
 Printer, yearbook, 412
 Printing bid, yearbook, 436-437
 Professional help, yearbook, 410-412
 Prominent persons, in school news, 353
 Promotion of circulation, 237
 Proofreaders' marks, 161-163
 Proofreading, 160-163
 Propaganda, and public opinion, 290-291
 Public opinion, 282-292
 Public-relations program, 395
 Publicity, 303-307; and advertising, 203; in news, 304; media of, 396; in the school, 398-399; campaign, yearbook, 433-434
 Publicizing school activities, 397
 Pulitzer, Joseph, 198, 256-257, 279
 Purpose clause, 58
 Purpose of careful organization, of newspaper staff, 321
- QUALIFIED PRIVILEGE, in libel, 270
 Quality of features, 297-298
 Question, as news lead, 60-61
 Quotation marks, 63
 Quoting another person, and libel, 272
- RADIO, as advertising medium, 207-208
 Radios, and advertising, 261
 Raymond, Henry J., 253
 Reader's point of view, 48
 Receipts, form for yearbook, 438
Red and Black, 114
 Reporter, 33-36, 84
 Reporters, on school paper, 344-345
 Reporters' meetings, 327-328
 Reports, 86
 Reproducing engravings, 209-210
Retina, 134
 Reviews, 86
 Roosevelt, Franklin D., 279-280
 Roosevelt, Theodore, 257, 279
 Rotogravure, in *New York Times*, 22; in *Denver Post*, 24
 Routine events, as publicity material, 306
 Rule of the cut-off, 74
 Run, 9
 Runs, 31-33, 352
Russ, 16, 356
- Sagamore*, 426-427
 Salaries, of newspaper workers, 200
 Sales force, yearbook, 407-408
 Sales program, yearbook, 434-435
San Francisco Chronicle, 85, 108, 153, 212, 213; facsimiles, 40-43
 School and its newspaper, 313-320
 School departments, and magazine, 443
 School life, in yearbook, 421
 School patrons, 316-317
 School publicity, 395-400
 Schools and departments of journalism, 257
 Scope of journalism, 302
 Scripps, Edward Wyllis, 258
Seattle Post-Intelligencer, 182
 Secretary, of editorial staff, 332
 Security, journalism and, 6-7
 Selling advertising, 377; for yearbook, 431-432
 Selling space, in yearbook, 432
 Semiofficial newspapers, 279
 Senior accomplishments, 417-419
 Senior section, yearbook, 416-417
 Sentences, 55-56, 60-61
Sentinel, 50, 75
Seton High Times, 78
 Several-photographers plan, yearbook, 410-411
Shanghai American, 91, 178-179
 Signed testimonials, advertising, 220
 Simile, 67
 Single-pyramid arrangement of advertisements, 168
 Size of the community, and its newspaper, 299
 Sketches, in magazine, 446
 Slogans, advertising, 219-220
 Small staff versus large staff, 321
 Snapshot editors, yearbook, 406, 420-421
 Snapshot layouts, yearbook, 421
 Snapshot section, in yearbook, 420-421
 Social agencies, as news sources, 32
 Social integration, 131-134
 Social life, journalism and, 4-5
 Soliciting individuals, yearbook subscription campaign, 435
 Source, in news stories, 73-74
 Sources of feature material, 119-122
 Sources of income, of newspapers, 196-197
South Side Times, 135, 184-185, 188-189
 Space limitations, in headline writing, 142-143
 Special occasions, observance of, by school paper, 358
 Special runs, 32-33
 Specialized fields, of reporting, 45; of journalism, 302-309
 Speed, in reporting, 34-35
 Sports, 44-45, 97, 100-101; in *New York*

- Times*, 21; feature writing, 101-104; feature material, 122
 Sports editors, 322, 338-339
Spotlight, 112
Springfield Republican, 254
 Staff, co-operation, 180-181; organization of newspaper, 321-331; meetings, 326-329; in operation, 345-349; organization of yearbook, 401-408; unity of yearbook, 402-403
 Staggered headline, 144
 Standardization, newspaper circulation and, 238-239
 Starting with untrained staff, 318-319
 Startling statement, 61-62
 Stereotyping, 259; room, 243-244
Stivers News, 342
 Stone, Melville E., 263
 Stone proof, 161
 String chart, for reporters, 330
 Student body, and the school paper, 315-316
 Student interests, and magazine, 443-444
 Style, in news writing, 52-53
 Style sheet, 359-362
 Subscription price, yearbook, 430-431
 Subscriptions, magazine, 448
 Substantive clause, 57
 "Success" stories, 105-106
 Summarizing lead, 76
 Suspense, 62
 Syndicates, 119, 262-263
- TABLOIDS, 197, 260-261
 Tadpole, news lead, 74
 Talent, needed for yearbook staff, 401-402
Tatler, 50
 Technical developments, in advertising, 209-210
 Technical knowledge, in reporting, 98
 Telegraph editor, 140
 Teletype, 260
 Temporal clause, 58
 Theme, yearbook, 409-410; magazine, 446-447
 Thinking, in news writing, 56, 66
Tiger, 101
 Time copy, 362
 Trade journals, 4
 Trade names, 203
 Trade publications, 307
 Trial, covering the, 105
 Type, 142, 143; families of, 167
 Types, of news stories, 36-45; of events, 83; of editorials, 128-135; of publicity material, 305-307
- UNEXPECTED EVENTS, 106; news, 36; as publicity material, 306
 Unique advantages, advertising appeal, 216
 United Press, 10, 97, 140, 153, 258, 263
 Upper case, 146
- VALUE of a knowledge of advertising, 215
 Value of publicity, 397-398
 Values, in journalistic study, 313-314
 Variety of material, in newspapers, 17-18
 Verse, 61
 Views, yearbook, 415
 Vocations, journalism and, 4
- WELL STYLE, arrangement of advertisements, 168
West Wind, 73
Westport Crier, 130
 Westward movement, in American journalism, 251
 When to appoint staff members, yearbook, 402
 When to issue yearbook, 422
 Where to find stories for school paper, 363-371
 Why study specialized fields of journalism?, 302-303
 Words, choice of, in news writing, 54-55
 Words of action, 53-54
 Workers, in circulation department, 236
 Write-ups, yearbook, 412-413
 Writing, the editorial, 135-136; the advertisement, 375-376; for the magazine, 444-445
- YEARBOOK, 401-440; editor, 401; facsimiles of pages, 424-429
 Yellow journalism, 256
- ZENGER, JOHN PETER, 276-277

Notes about the Making of This Book

The type used in this book is classified as an "old style" face, meaning that there is less variation in weight of stroke than in the so-called "modern" face which shows a greater contrast of thick and thin lines.

This type face was cut under the supervision of George W. Jones, an eminent English printer, from the design of John Baskerville, who lived in Birmingham, England, during the sixteenth century. The main text of the book was set on the linotype machine, but there are many newspaper headings and other miscellaneous sections which had to be set by hand.

John Baskerville's types, mechanical, precise, and rounded, started the trend toward the development of the "modern" group of type faces. The printers in Baskerville's day preferred the stronger types of Caslon, and Baskerville, who originally was a writing master with special renown for cutting inscriptions in stone, repented before his death of ever having attempted the business of printing. It is only in recent years that his rather neglected type face has enjoyed the use it deserves. The main text is in eleven point, and smaller sizes are used for condensed material.



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